Agricultural Education

Leslie Applegate, early American Farmer of Freehold, New Jersey, and his family

(See editorial comment)

"Strong interests in the welfare of people and in the school as a means of bringing about this welfare are vital factors in the success of a teacher"—B. C. Lawson.
IT has been said that vocational agriculture has passed the pioneering stage. It is now time to survey our activities, consider the problems they entail and plan for the future. Assuming this statement to be true, you as individuals may be interested in and value to contribute to the solution of problems of prospective teachers. This article will detail the training program, especially for those interested in teaching agriculture and its possible contributions to the consideration of teacher selection.

Justification of Selection

If our objective is to give those individuals a "good life," all teacher selection procedures must be considered from the point of view of what skills and adjustments to the practical application of subject matter it will affect the individual.

Practical experience and scientific investigations suggest that individuals will differ in the efficiency with which they do their jobs as teachers of agriculture. Hence, from the point of view of society, selection of prospective teachers is justified, at least as far as the supply exceeds the demand.

From the point of view of the individual, it seems likewise logical that not all individuals consider the possibility of teaching agriculture will be able to (a) engage with students outside the classroom, (b) develop proper teaching activities, (c) to secure a position as a teacher, and (d) to develop an acceptable number of positions available, (e) to develop their teaching activities with sufficient success, and (f) to develop themselves in their teaching.

What abilities and potentialities should be possessed by a prospective teacher at any given stage in his development, or for his teachers to determine from the beginning of his training? (d) What methods should be used to measure these abilities and potentialities in a prospective teacher? (e) How may the instructor assure valid measurement of the adequacy of his procedures?

Some Limitations in Selection

The acceptance of the point of view that selection should not be a selection of individuals who may be involved in a selection of individuals who may be involved, but that it is the selection of the individuals themselves, is of the utmost importance.

Some Problems Involved in Selection

A selection process that satisfies both the student and the teacher will be of value to both. The student will be the one who gets the better of the deal. The teacher will benefit the student.

In conclusion, the selection of prospective teachers should be based on the principle that training programs are not only for the benefit of the students, but also for the benefit of the individuals and the institution. The standard of living, the work capacity, and the health are all important considerations in selecting prospective teachers.
new the number of farms of any size, and the kinds of crops studied, but the quality and quantity of an individual's teaching experience are really important. The description of a teacher's experience must be based on the kinds of farms studied, the crop rotations, and the kinds of crops grown.
Long-time Planning
FRED E. ARMSTRONG, University of Hawaii

SOMEONE has made the following witty but pertinent statement about children: "A teacher without a plan is like a ship without a rudder." As useless if used as if it stands." The long-time planning, plan designed to fit the needs of the individual, is like a well-ordered container, the pieces of which are carefully placed. The planner should be aware that the goals of the school, the community, and the individual child are being worked toward a common goal. A plan should be developed that will provide for these needs.

Objectives

1. The objectives of this plan are:
   a. To provide a framework for planning the educational program of the child.
   b. To help the teacher determine the needs of the child and the community.
   c. To provide a guide for the administration of the school.

2. The plan should be:
   a. Tailored to the needs of the individual child.
   b. Flexible enough to accommodate changes in the child's circumstances.
   c. Updated regularly to reflect new developments.

3. The plan should:
   a. Be based on the child's prior knowledge, abilities, and interests.
   b. Be developed in collaboration with the child and the parents.
   c. Be evaluated regularly to ensure its effectiveness.

4. The plan should:
   a. Be a tool for communication between the teacher, the child, and the parents.
   b. Be a guide for the administration of the school.
   c. Be reviewed and updated regularly to reflect new developments.

5. The plan should:
   a. Be a document that is accessible to all stakeholders.
   b. Be a guide for the administration of the school.
   c. Be reviewed and updated regularly to reflect new developments.

6. The plan should:
   a. Be a tool for communication between the teacher, the child, and the parents.
   b. Be a guide for the administration of the school.
   c. Be reviewed and updated regularly to reflect new developments.

7. The plan should:
   a. Be a tool for communication between the teacher, the child, and the parents.
   b. Be a guide for the administration of the school.
   c. Be reviewed and updated regularly to reflect new developments.

8. The plan should:
   a. Be a tool for communication between the teacher, the child, and the parents.
   b. Be a guide for the administration of the school.
   c. Be reviewed and updated regularly to reflect new developments.

9. The plan should:
   a. Be a tool for communication between the teacher, the child, and the parents.
   b. Be a guide for the administration of the school.
   c. Be reviewed and updated regularly to reflect new developments.

10. The plan should:
    a. Be a tool for communication between the teacher, the child, and the parents.
    b. Be a guide for the administration of the school.
    c. Be reviewed and updated regularly to reflect new developments.
FINANCING A College Course from Project Income

CLARE Baker entered the agricultural department at Michigan State University, in 1929, he started teaching agricultural economics in 1932, and he is now a professor. He has been an agricultural economist for over 20 years. He has published extensively on the economics of agriculture, and he is currently working on a book about the economics of agricultural education.

The first step in setting up a farm is to determine the size of the farm and the type of crops to be grown. This is followed by planning the layout of the farm, including the location of buildings, roads, and irrigation systems. The next step is to select the type of equipment and machinery needed for the farm. This includes tractors, combines, and other farm equipment. The third step is to establish a marketing plan, which includes determining the market for the crops, the pricing strategy, and the distribution channels. The fourth step is to set up a financial plan, including estimating the cost of the farm, the capital required, and the sources of financing. The final step is to establish a management plan, which includes selecting the farm manager, setting up the farm organization, and establishing the farm's policies and procedures.
Farm Mechanics

Determining the Content and Scope of a Farm Mechanics Course for an Individual Pupil

S.S. SUTHERLAND, Supervisor of Agricultural Teacher Training, University

It is not always easy to determine the content and scope of a farm mechanics course. The course material and its presentation may be developed to meet the needs of the individual student, but it is often necessary to make some assumptions about the student's background, interests, and abilities. The course should be designed to provide the student with the knowledge and skills needed to operate a farm effectively.

One of the major areas of concern is the student's knowledge of materials and machines. The course should include an introduction to the basic principles of materials and machines, including the use of common tools and the safe operation of farm machinery. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

Another important area of concern is the student's knowledge of the principles of mechanics. The course should include a study of the basic principles of mechanics, including the laws of motion, the principles of statics and dynamics, and the principles of energy. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of electrical machinery. The course should include a study of the basic principles of electrical machinery, including the laws of electromagnetism, the principles of electricity, and the principles of electrical circuits. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of communications. The course should include a study of the basic principles of communications, including the laws of transmission, the principles of reception, and the principles of communication systems. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of electronics. The course should include a study of the basic principles of electronics, including the laws of electronic devices, the principles of electronic circuits, and the principles of electronic systems. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of computer science. The course should include a study of the basic principles of computer science, including the laws of computer architecture, the principles of computer programming, and the principles of computer systems. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural engineering. The course should include a study of the basic principles of agricultural engineering, including the laws of soil mechanics, the principles of crop production, and the principles of agricultural structures. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural economics. The course should include a study of the basic principles of agricultural economics, including the laws of agricultural finance, the principles of agricultural marketing, and the principles of agricultural policy. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural policy. The course should include a study of the basic principles of agricultural policy, including the laws of agricultural finance, the principles of agricultural marketing, and the principles of agricultural policy. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural education. The course should include a study of the basic principles of agricultural education, including the laws of educational psychology, the principles of educational planning, and the principles of educational evaluation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural law. The course should include a study of the basic principles of agricultural law, including the laws of agricultural property, the principles of agricultural taxation, and the principles of agricultural regulation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural history. The course should include a study of the basic principles of agricultural history, including the laws of agricultural development, the principles of agricultural change, and the principles of agricultural effect. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural ethics. The course should include a study of the basic principles of agricultural ethics, including the laws of agricultural responsibility, the principles of agricultural morality, and the principles of agricultural justice. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural technology. The course should include a study of the basic principles of agricultural technology, including the laws of agricultural invention, the principles of agricultural application, and the principles of agricultural innovation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural management. The course should include a study of the basic principles of agricultural management, including the laws of agricultural organization, the principles of agricultural planning, and the principles of agricultural control. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural research. The course should include a study of the basic principles of agricultural research, including the laws of agricultural inquiry, the principles of agricultural investigation, and the principles of agricultural discovery. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural extension. The course should include a study of the basic principles of agricultural extension, including the laws of agricultural dissemination, the principles of agricultural education, and the principles of agricultural communication. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural policy. The course should include a study of the basic principles of agricultural policy, including the laws of agricultural finance, the principles of agricultural marketing, and the principles of agricultural policy. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural education. The course should include a study of the basic principles of agricultural education, including the laws of educational psychology, the principles of educational planning, and the principles of educational evaluation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural law. The course should include a study of the basic principles of agricultural law, including the laws of agricultural property, the principles of agricultural taxation, and the principles of agricultural regulation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural history. The course should include a study of the basic principles of agricultural history, including the laws of agricultural development, the principles of agricultural change, and the principles of agricultural effect. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural ethics. The course should include a study of the basic principles of agricultural ethics, including the laws of agricultural responsibility, the principles of agricultural morality, and the principles of agricultural justice. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural technology. The course should include a study of the basic principles of agricultural technology, including the laws of agricultural invention, the principles of agricultural application, and the principles of agricultural innovation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural management. The course should include a study of the basic principles of agricultural management, including the laws of agricultural organization, the principles of agricultural planning, and the principles of agricultural control. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural research. The course should include a study of the basic principles of agricultural research, including the laws of agricultural inquiry, the principles of agricultural investigation, and the principles of agricultural discovery. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural extension. The course should include a study of the basic principles of agricultural extension, including the laws of agricultural dissemination, the principles of agricultural education, and the principles of agricultural communication. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural policy. The course should include a study of the basic principles of agricultural policy, including the laws of agricultural finance, the principles of agricultural marketing, and the principles of agricultural policy. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural education. The course should include a study of the basic principles of agricultural education, including the laws of educational psychology, the principles of educational planning, and the principles of educational evaluation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural law. The course should include a study of the basic principles of agricultural law, including the laws of agricultural property, the principles of agricultural taxation, and the principles of agricultural regulation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural history. The course should include a study of the basic principles of agricultural history, including the laws of agricultural development, the principles of agricultural change, and the principles of agricultural effect. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural ethics. The course should include a study of the basic principles of agricultural ethics, including the laws of agricultural responsibility, the principles of agricultural morality, and the principles of agricultural justice. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural technology. The course should include a study of the basic principles of agricultural technology, including the laws of agricultural invention, the principles of agricultural application, and the principles of agricultural innovation. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural management. The course should include a study of the basic principles of agricultural management, including the laws of agricultural organization, the principles of agricultural planning, and the principles of agricultural control. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.

The course should also include an introduction to the principles of agricultural research. The course should include a study of the basic principles of agricultural research, including the laws of agricultural inquiry, the principles of agricultural investigation, and the principles of agricultural discovery. The course should also include a study of the effects of various environmental factors on the performance of farm machinery.
Some Observations on Evening Schools

ROY A. OLNEY, West Virginia University

MANY favorable reports are being made of the progress of the teachers of vocational agriculture in their work with farmers in evening classes. However, it is also true that members are encountering and, in some instances, feeling practically individual problems and on what phase of the evening school work is the best time to attack these problems?

Now the teacher has decided to follow a line of work different from that he person, who has the advantage of being able to make cuts from his work, can see not only those who have had no practical experience, but others who have handled all the problems and questions which can be discussed.

A good plan for conducting his work is to divide his classes into groups and to conduct each group in a different way. This is a valuable method for presenting the material of the evening school work to the students.

The method of conducting the meeting is to divide the class into groups and to conduct each group in a different way. This is a valuable method for presenting the material of the evening school work to the students.

The task of the teacher with the last group is to conduct the meeting in a different way. As a rule, he does not have the opportunity to conduct the meeting in any other way.

In preparing the meeting, the teacher should keep in mind the individual problems of his students and the problems which have been solved in his work with farmers. He should also remember that there are many students who will not be able to attend the meetings when he plans to conduct them.

In preparing the meeting, the teacher should keep in mind the individual problems of his students and the problems which have been solved in his work with farmers. He should also remember that there are many students who will not be able to attend the meetings when he plans to conduct them.

In preparing the meeting, the teacher should keep in mind the individual problems of his students and the problems which have been solved in his work with farmers. He should also remember that there are many students who will not be able to attend the meetings when he plans to conduct them.

In preparing the meeting, the teacher should keep in mind the individual problems of his students and the problems which have been solved in his work with farmers. He should also remember that there are many students who will not be able to attend the meetings when he plans to conduct them.

In preparing the meeting, the teacher should keep in mind the individual problems of his students and the problems which have been solved in his work with farmers. He should also remember that there are many students who will not be able to attend the meetings when he plans to conduct them.
Future Farmers of America

Call for F. F. A. Convention

To All Members of the Future Farmers of America

As President of the Future Farmers of America, I am issuing a call for the Seventh Annual National Convention of the organization to be held at the Baltimore Hotel in Kansas City, Kansas, Missouri, October 20-21. The Convention will be held in connection with the Ninth Annual National Convention of Vocational Agricultural Students. Each chartered state and territorial affiliate of the F. F. A. is in good standing with the national organization and is entitled to two official delegates to the Convention. The officers of each Association are requested to make immediate plans to have delegate representation and to urge other F. F. A. members and friends to attend the Convention. With the financial assistance which has been voted last year, we should have a delegation from each of the 47 states and from Puerto Rico and Hawaii. Let us make this the biggest and best convention in the history of the F. F. A.

Bobby Jones, National President

Seventh Convention of the Future Farmers of America

W. A. Ross, National Executive Secretary

OCTOBER is an important month for the 30,000 members of the Future Farmers of America organization. As the Seventh National Convention takes place in connection with the National Congress of Vocational Agricultural Students at the Baltimore Hotel in Kansas City, Kansas, Missouri, October 20-21, the Convention will be held in conjunction with the National Congress of Vocational Agricultural Students. Each chartered state and territorial affiliate of the F. F. A. is in good standing with the national organization and is entitled to two official delegates to the Convention. The officers of each Association are requested to make immediate plans to have delegate representation and to urge other F. F. A. members and friends to attend the Convention. With the financial assistance which has been voted last year, we should have a delegation from each of the 47 states and from Puerto Rico and Hawaii. Let us make this the biggest and best convention in the history of the F. F. A.

Bobby Jones, National President

National Congress of Vocational Agricultural Students

J. A. Lidy, Acting Chief, Agricultural Education Department

"On To Kansas City" is the slogan of the next Convention for October. The Ninth National Congress of Vocational Agricultural Students will be held in conjunction with the American Royal Live Stock Show in Kansas City, Kansas, Missouri, October 20-21.

1920, when we were yet in our infancy, the officials of the American F. F. A. and the National Congress of Vocational Agricultural Students were calling for the first live stock judging congress, or "Twins," as it is known. It is to this Congress that the F. F. A. members of this year will be affiliated.

On October 20, the fourth day of the Convention, there will be held, unbroken, new business, including the consideration of several very important problems which the national organization is facing and the sensitive situation of the delegates to the Convention. The address of the outgoing president for the current year will be heard. The F. F. A. Congress will be held on the same day, and the F. F. A. Congress will be followed by the F. F. A. Congress.

On October 21, the fifth day of the Convention, there will be held, unbroken, new business, including the consideration of several very important problems which the national organization is facing and the sensitive situation of the delegates to the Convention. The address of the outgoing president for the current year will be heard. The F. F. A. Congress will be held on the same day, and the F. F. A. Congress will be followed by the F. F. A. Congress.

For the Seventh National Convention of the Future Farmers of America, each state and territorial affiliate is entitled to two official delegates to the Convention. Each delegate is expected to bring with him a badge and a letter from the state and territorial affiliate which he represents. Each delegate is expected to bring with him a badge and a letter from the state and territorial affiliate which he represents.

The Development of Public Speaking Possibilities

At a recent F. F. A. public speaking contest, students engaged in vocational agriculture took questions on public speaking with the teaching of agriculture. It is hoped that the F. F. A. members may be in a position to teach the students to speak and to engage in public speaking with the teaching of agriculture.

A Program of Work for a Local Chapter, Sargent, Nebraska

Every F. F. A. member must do a good program of work. Following is a list of activities of the Sargent, Nebraska, F. F. A. Chapter: H. J. Harris, Advisor, states the program for the year as follows:

1. Start a general reading library in the room and have one of the members receive a subscription to the local library. This will help to ensure that all the students have access to a good supply of reading material.

2. Publish a monthly bulletin containing news, notices, and other information of interest to the members.

3. Plan a regular monthly meeting, where members can discuss current events and other topics of interest to them.

4. Organize a trip to a nearby farm or rural area, where members can learn about agriculture and rural living.

5. Plan a monthly social event, such as a potluck dinner, to provide an opportunity for members to get to know each other and have fun together.

6. Plan a regular monthly work meeting, where members can engage in various agricultural activities and help to plan for the future.

7. Plan a regular monthly meeting for the officers, where they can discuss the chapter's progress and plan for the future.

8. Organize a regular monthly meeting for the advisors, where they can discuss the chapter's progress and plan for the future.

9. Plan a regular monthly meeting for the members, where they can discuss the chapter's progress and plan for the future.

10. Plan a regular monthly meeting for the chapter's officers and advisors, where they can discuss the chapter's progress and plan for the future.

The Development of Public Speaking Possibilities

At a recent F. F. A. public speaking contest, students engaged in vocational agriculture took questions on public speaking with the teaching of agriculture. It is hoped that the F. F. A. members may be in a position to teach the students to speak and to engage in public speaking with the teaching of agriculture.

A Program of Work for a Local Chapter, The Illinois Futurity Farmer, May 1955
umes.
2. Supply entertainment for Saturday night crowd in town park.
3. Enter state public speaking contest.
4. Send judging teams to state judging contest.
5. Enter float in Sargent Fair parade.
7. Have a chapter exhibit at the Sargent Fair.
8. Conduct project tour.
9. Enter the Nebraska best chapter contest.
10. Secure a large supply of laboratory equipment for the local department.
11. Conduct class debates.
12. Organize a baseball team.
13. Organize a basketball team.
15. Conduct a class judging contest.
16. Secure large attendance for evening course.
17. Submit articles to local paper and state F. F. A. news.
18. Encourage farmers to bring work to school shop.
19. Treat all kinds of seed for farmers.
20. Conduct prairie dog eradication demonstration.
21. Keep the school shop and classroom neat and orderly.
22. Supply assembly with entertainment and educational features.
23. Secure speakers to talk before the F. F. A.
24. Have corn husking contest.
25. Have an Annual F. F. A. night.
26. Post an honor roll of agriculture students.
27. Beautify school grounds.
28. Hold joint meeting with other chapters.
29. Put on annual Junior fair with student officers.
30. Increase enrolment of F. F. A.
32. Conduct a beet weed demonstration.
33. Increase enrolment of agriculture department.

Swine Projects
(Continued from page 57)
The swine project offers an excellent opportunity to teach the value of breeding. At Mingo we have set a goal of purebred breeding stock in every project. This does not mean that each boy starts with purebred sows. Many have market fitters from home sows for their first project. But they all have at least one purebred sow as their goal for the second project. Practically all are able to breed their sows, grade or registered, to good boars from the beginning. By having purebred breeding stock, the necessity of careful culling even of purebreds is emphasized. Only a relatively small part of the boars we produce are sold for breeding stock. Each boy is constantly urged to market all but his most outstanding pigs. Only well-grown pigs of superior type and breeding are entered in the sale held each year. Undoubtedly the main outlet for the bulk of our project pigs will always be the packing house. It would be undesirable to make "big breeders" of all of our boy’s who carry swine projects. There is much to be learned from the market pig projects, especially as regards feeding and handling. But it would seem that every well-balanced swine project program should include both purebred and market pigs, and that most of the students should become experienced in both phases.

The swine project offers unusual opportunities for the development of cooperative attitudes and ideas among boys. The cooperative buying and selling of breeding stock, the ownership and use of boars, and insurance plans have frequently shown their value in this respect. They can be used in any project program to some extent, regardless of its scope. The buying and mixing of protein and mineral feeds and the buying or building of certain pieces of equipment offer possibilities along this line.

Competition can also be used to stimulate interest in swine projects. Our project accounting now makes it possible to compute costs of production with reasonable accuracy. Local project tours and shows are within the reach of almost every national department and can be made to have considerable educational value. The swine project has unusual possibilities.

Hide Tanning
(Continued from page 69)
all traces of lime are removed.

Now the hide is ready to be placed in the tanning solution. The solution should be in a wooden barrel or vat. Immerse the hide in this for 30 to 48 hours. The time depends on the strength of the solution and the quality of the hide. This solution does not have to be destroyed; it may be used for two or three hides.

Remove the hide from the tanning solution and wash in clean water. The hide is now ready to be worked and dried.

Work the hide thoroughly while drying. Several processes may be used in working the hide, such as pulling it over a rounded structure or beating with stock. The method found by the class to be the most effective was to use a lever constructed in the shop. This pulled the hide over two uprights when the lever was pulled down, thus working it very efficiently.

Although other hides may be tanned by this method, we recommend this process only for leather to be used in harness repair.

An average cow or horse hide may be tanned at a cost of fifty cents to a dollar, depending on local prices and number of hides tanned.

Five Evening School Classes
(Continued from page 61)
the farmers how to cull. To date, 52 flocks have been culled, and more eggs—with less hens—are being obtained.

Farmers of this community have never raised one variety of cotton or corn, and have plowed the same kinds each year. After teaching the best varieties of cotton and corn and explaining how planting a standard variety would benefit them, on January 31, it was decided to plant D. & F. L. No. 10 cotton, and Calhoun Red Cob corn, recommended by the Louisiana Experiment Station.

Farmers were anxious to learn how to mix their own fertilizers and to know what fertilizers were best suited to each crop. In the meetings during the week of February 1, the necessity of knowing when a fertilizer was stressed was stressed. The practice herefore had been for the farmer to buy all the fertilizer he could from a merchant and frequently not make enough produce in the fall to pay him back.

During the week of February 8, the work of the Farm Credit Administration was explained to the farmers. The farmers in this territory were found especially interested in the crop production loans. Terracing had been stressed to a small extent in this territory, and a few farmers knew something about terracing. The C. W. A. kindly loaned four men who knew how to terracce land. By making a survey in this territory, it was found that a large number of farms were not terraced. Mr. Beegel and Mr. Cooper, county agent, were invited to come to our meetings during the week of February 15, and give terracing demonstrations. Through this means the farmers became interested, and at present all but four farms in this community have been terraced.

On February 22, the farmers were cut off from the government relief and were very anxious to obtain further information on crop production loans. All papers that had to be filled out were explained to them in detail, and they were shown just what they have to do to obtain a loan through the district office.

The farmers of the community met in Merryville on March 15 in a very successful meeting. With us were the relief force of the parish, the home demonstration agent, county agent, and district home demonstration agent, 125 C. W. A. workers, and 175 farmers. At this meeting each farmer was given seed corn to plant his garden for the year. A live-at-home program has been stressed throughout all of the evening classes meetings. They have been especially stressed on this day. One-hundred eighty thousand cans and jars have been ordered, and it is hoped that they can be obtained. The farmers have plants in their hotbeds, and enough garden seed to plant their gardens. They are going to put the jars on top and let every farmer have a full pantry for next winter.

We have had lots of trials and setbacks in our work, but in spite of all of this, it looks as if each farmer is going to be independent next planting winter. I have had splendid cooperation from the staff of the state supervisor of vocational agriculture at Baton Rouge, the Parish School authorities, and the Relief Agency and C. W. A. board of Bourgeois Parish.