possibly we should be more concerned with the boy out of school who has ever had the opportunity of receiving instruction in vocational agriculture, to see where the resources of former vocational agriculture students are sufficiently large, we can render a far more effective service because

these boys have had some training and will make greater progress as a result of advanced instruction.
They are at an age, having been out of school several years, to appreciate information immediately. They would make ideal members for an annual chapter of F.F.A.
It is with the group that rural leadership may be developed, and with their assistance the Future Farmers given up until practical individuals.
These boys should be encouraged to take advantage and participate in various school activities—both social and recreational. Seemingly, what they need at this time is encouragement, and we should meet this responsibility—of guidance, offering technical training, and individual development.

Dr. Warren said that some people are born at the right place, others at the right time, while some are born at the right place or the wrong time. I am certain that those boys who are going into farming on the better farms are born at the right time. We should insist that a boy be trained at the right place and make his adjustments according to present and future economic conditions. The situation is certainly at hand. It is being discussed by the President, by congressmen, by educators, and by other leaders. I heartily commend to you the splendid report on the out-of-school farm youth, recently issued by the International Division of the Office of Education. It is at special value as this most opportune time.

The Problem of Out-of-School Farm Youth

(Continued from page 125)

An American Farmer Family
Mr. and Mrs. Glenn Barlow of Danville, Arkansas, with their two children

The problems of rural economics and rural culture must be driven abrade, not distant
—Glenn Frank

Agricultural Education
Recent Rural Social Trends

EDMUND DE S. BRUNNER, Professor of Education, Columbia University

The decade also accentuated the fact that rural America is no longer a single population group. Once, to live out of the city was to live on the farm, but now there has been growing up a rural farm group (village) more than twenty-two times as large as the total rural population, and growing at a more rapid rate than the nation as a whole. It is entirely common now for families who in 1920 or 1930 the farming population, once the major sector of the rural population in the nation, will not even be found there anymore, but on a rural farm.

And you say, the country town is growing! As a whole, yes, not all of the country is growing. Some of it is spreading sharply by stables. Of all these villages, the city, three left the city for a year a percent a year, and very many of these small net decrease in the farm and rural increasement that occurred between 1920 and 1930 in large part due to the migration from farms. Up to 1940, this steady trend of farmers to the city was advanced as a most helpful solution for the problems of agriculture. If enough farmers could only be taken off our land, our overproduction of crops would be cut down so that our product. But even up to 1920 the movement was a trend toward the city, toward a few families that left the farmland. When one examines the details of the small net decrease in the farm and rural increasement that occurred between 1920 and 1930 in large part due to the migration from farms. Up to 1940, this steady trend of farmers to the city was advanced as a most helpful solution for the problems of agriculture. If enough farmers could only be taken off our land, our overproduction of crops would be cut down so that our product.
The teacher should give such publicity to the program of his department as will enable the public to make a fair appreciation of its work.

A teacher should maintain a proper working relationship with such administrative officials as board of education, superintendent, board of education, and so on. He should also maintain a friendly relationship with other teachers, and especially with his superior in administering their programs.

The teacher should maintain the proper working relationship with such officials in charge of the local school system, as the county superintendent of schools, state superintendent of schools, local and state agricultural boards, county agricultural extensions, and other similar officials.

By recognizing the place and function of the individual teacher, and by co-operating actively with each group, the teacher can accomplish much more in the way of educational achievement than he can alone.

A school teacher should co-operate with the community in promoting the educational program, and in particular:

1. By actively and consistently attending and participating in local family meetings.
2. By being actively and consistently engaged in the extra-curricular and extra-curricular activities of the community.
3. By being constantly and consistently active in promoting the educational program of the school district.
4. By co-operating with other teachers in promoting the educational program of the school district.
5. By providing leadership to the community in the promotion of the educational program.

The teacher should maintain a personal relationship with each student, and in particular:

1. By showing an attitude of friendliness towards each student.
2. By being a good friend to each student.
3. By being a friend in the classroom, and by being a friend in the school and in the community.
4. By being a friend to the home, and by being a friend to the family.
5. By being a friend to the future, and by being a friend to the future of each student.

The teacher should maintain a professional relationship with other teachers, and in particular:

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Methods

Developing Discussion Leaders

W. B. BOYER, Agriculture Teacher,

TO BE ELIGIBLE for advancement to the rank of Discussion Leader, the student must be able to lead a group discussion which will be both interesting and instructive. Only those boys who reach this level have really acquired the ability to think, solve problems by reasoning and thinking by themselves. They will be able to lead a group in discussing a problem that is a subject which all know nothing about.

One may wonder that the average person, even with a college education and several years' experience, does not know anything about the words when the men of a group forget which is the right on their desk. This is a sign of want to discuss or prefer to whisper about something foreign to the subject up for discussion. With these conclusions in mind, I have attempted to train my students to become leaders of class discussion.

The key to leading a good group discussion is assigned without some preliminary preparation of both the boy and the group. The former's results are likely to be disappointing. The boy should be given an opportunity to ponder the subject, and the class should be led to see the need for preparation. The boys are quick to realize that it will be in sympathy with the one who is able to think first.

An outstanding boy should be selected as a Discussion Leader and then assigned to the assignment in a work on advance so that he will have plenty of time to prepare for each day of class. The boys who haven't come thoroughly familiar with what he is to teach. The boy before the first boy is to undertake to lead the class discussion, in which the boy in advance will sign up in class and lead the pupil to see the

Next, the teacher should use discussion leaders to cover the material. It was the first student may in his discussion. If complete, the teacher should be taken in on his discussion, they may encourage both the teacher and the student, and their comments will have a direct line of thought and those which are not as easy to solve. Examples of such jobs or problems are: (1) a boy who is cutting out a cake; (2) a boy who is cutting out a cake; (3) a boy who is cutting out a cake; (4) a boy who is cutting out a cake; (5) a boy who is cutting out a cake; (6) a boy who is cutting out a cake; (7) a boy who is cutting out a cake; (8) a boy who is cutting out a cake; (9) a boy who is cutting out a cake; (10) a boy who is cutting out a cake; (11) a boy who is cutting out a cake; (12) a boy who is cutting out a cake; (13) a boy who is cutting out a cake; (14) a boy who is cutting out a cake;

As the boy speaks the discussion, the teacher should be sure that he has the better of a student, raising his hand only when necessary and when right. He should do this in such a manner that no one who is not paying attention can miss it. This is often our most important as students.

Paradise and Pardoning Distance of Farm Animals

H. W. KINZLER, Agriculture Instructor, Elizabethtown College, Pennsylvania.

Paradise and Pardoning Distance of Farm Animals

H. W. KINZLER, Agriculture Instructor, Elizabethtown College, Pennsylvania.

The sun is up, the birds are singing, the grass is growing, and the world is in a contented mood. This is the time of Paradise and Pardoning Distance of Farm Animals.

The Paradise is the time when the sun is up, the birds are singing, the grass is growing, and the world is in a contented mood. This is the time of Paradise and Pardoning Distance of Farm Animals. The Pardoning Distance of Farm Animals is the time when the sun is up, the birds are singing, the grass is growing, and the world is in a contented mood. This is the time of Paradise and Pardoning Distance of Farm Animals.

Agricultural Bulletin

Poultry, Horses and Bullocks, Revised

(1894.) Farmers' Bulletin 1548.

Poultry, Horses and Bullocks, Revised

(1894.) Farmers' Bulletin 1548.

Horse and Bullocks, Revised.

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Market, Slightly revised, 1894. (Farmers' Bulletin 1548.

Marketing and PARISHioner Distance of Farm Animals

H. W. KINZLER, Agriculture Instructor, Elizabethtown College, Pennsylvania.

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Helpful Suggestions

L. A. S.

The crops, which are the mainstay of our agricultural system, are made up of two main types: those of the vegetable kingdom, and those of the animal kingdom. The vegetable kingdom is made up of green plants, which are the mainstay of our agricultural system. The animal kingdom is made up of green plants, which are the mainstay of our agricultural system.

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March Month Agricutural Education

1955: Agricultural Education

W. D. BROWN, Chairman, Pennsylvania Agricultural Education Commission.

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Supervised Practice

Fundamental Skills in Agriculture

G. A. Schmidt, Teacher Trainer, Colorado

IN EVERY type of farm work certain fundamental skills are involved, practical, hands-on experience that can only be gained by being engaged in farming itself. However, once you have acquired these skills, it is important to continue practicing them throughout your life.

The following text is written for students who are engaged in farm work and for those who are just beginning to learn about these skills. It is designed to help you develop the skills you need to succeed in the field of agriculture.

Chapter 1: Fertilizer Use

1. Why does fertilizer need to be used? (50)
2. What are the benefits of using fertilizer? (60)
3. How much fertilizer should be used? (70)
4. How is fertilizer applied? (80)

Chapter 2: Weed Control

1. What are weeds? (100)
2. Why are weeds a problem? (110)
3. How can weeds be controlled? (120)
4. What are the benefits of controlling weeds? (130)

Chapter 3: Pest Control

1. What are pests? (140)
2. Why are pests a problem? (150)
3. How can pests be controlled? (160)
4. What are the benefits of controlling pests? (170)

Chapter 4: Crop Management

1. What are crops? (180)
2. Why are crops important? (190)
3. How are crops managed? (200)
4. What are the benefits of managing crops? (210)

Chapter 5: Soil Management

1. What is soil? (220)
2. Why is soil important? (230)
3. How is soil managed? (240)
4. What are the benefits of managing soil? (250)

Chapter 6: Irrigation

1. What is irrigation? (260)
2. Why is irrigation necessary? (270)
3. How is irrigation done? (280)
4. What are the benefits of irrigation? (290)

Chapter 7: Harvesting

1. What is harvesting? (300)
2. Why is harvesting important? (310)
3. How is harvesting done? (320)
4. What are the benefits of harvesting? (330)

Chapter 8: Storage

1. What is storage? (340)
2. Why is storage necessary? (350)
3. How is storage done? (360)
4. What are the benefits of storage? (370)

Chapter 9: Marketing

1. What is marketing? (380)
2. Why is marketing important? (390)
3. How is marketing done? (400)
4. What are the benefits of marketing? (410)

Chapter 10: Farm Management

1. What is farm management? (420)
2. Why is farm management necessary? (430)
3. How is farm management done? (440)
4. What are the benefits of farm management? (450)

Chapter 11: Farm Safety

1. What is farm safety? (460)
2. Why is farm safety necessary? (470)
3. How is farm safety done? (480)
4. What are the benefits of farm safety? (490)

Chapter 12: Farm Finance

1. What is farm finance? (500)
2. Why is farm finance necessary? (510)
3. How is farm finance done? (520)
4. What are the benefits of farm finance? (530)

Chapter 13: Farm Policy

1. What is farm policy? (540)
2. Why is farm policy necessary? (550)
3. How is farm policy done? (560)
4. What are the benefits of farm policy? (570)

Chapter 14: Farm History

1. What is farm history? (580)
2. Why is farm history necessary? (590)
3. How is farm history done? (600)
4. What are the benefits of farm history? (610)

Chapter 15: Farm Technology

1. What is farm technology? (620)
2. Why is farm technology necessary? (630)
3. How is farm technology done? (640)
4. What are the benefits of farm technology? (650)

Chapter 16: Farm Ethics

1. What is farm ethics? (660)
2. Why is farm ethics necessary? (670)
3. How is farm ethics done? (680)
4. What are the benefits of farm ethics? (690)

Chapter 17: Farm Environment

1. What is farm environment? (700)
2. Why is farm environment necessary? (710)
3. How is farm environment done? (720)
4. What are the benefits of farm environment? (730)

Chapter 18: Farm Future

1. What is farm future? (740)
2. Why is farm future necessary? (750)
3. How is farm future done? (760)
4. What are the benefits of farm future? (770)

Chapter 19: Farm Management

1. What is farm management? (780)
2. Why is farm management necessary? (790)
3. How is farm management done? (800)
4. What are the benefits of farm management? (810)
Securing and Arranging Farm Mechanic Jobs for Farm Boys
C. B. CAMPBELL, Dairy Farm, Wisconsin

One of the most useful to the farm boy in a farm mechanic job is the mechanical skill that he can secure during these years of low farm income? which can be used by him when he is grown. The most useful purpose with heat capital on hand.

With this thought in mind, we visited the during the summer school shop and the after school farm mechanic course, and carefully checked to see how the tools were arranged and used for the repair and construction work which was being done in their farm boys.

The first thing that was provided was the jobs might be selected from the following group: painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, painting, 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The Future Farmers of America

L. D. COULTER, Chester, Illinois

SOMETIMES AGO, at one of our annual conventions, I saw a gentleman buying a FFA project marksmanship gun. To this veteran of Illinois Long Rifle, the idea of spending his time from a healthy body and the set of mind he got from his FFA days was not without its appeal. He believed that any worthwhile farm project in the absence of natural calamities can be a real insurance policy for the future. This was the philosophy that laid the foundation for the success of the chapter. The chapter is now in its 114th year, and during its existence, the chapter has built a strong and healthy farm community.

A Young Farmer's Creed

GEORGE M. STREYER

"I believe in life and long growth of things natural. A chapter project is like a garden where you plant seeds and water them with care and patience. The crops are the results of your efforts and the harvest is the reward of your hard work."

Chapter Finances

I PROMPTLY agree with H. M. JANSON on his article in the June issue of the Future Farmer. The Future Farmers of America have already built a stone drinking fountain on the campus of an agricultural school, and operated with the FFA, N. W. for several years.

Starting Roadside Improvement

A Community Bot Fly Control Program

P. K. HAMILTON, Extension Entomologist, Ames, Iowa

IN October 1933 the F. F. A. Chapter at Belton, Missouri proposed to the State Board of Agriculture to hire a bot fly control expert, and to sponsor a program to carry out the work. The chapter had already spent several hundred dollars on its own."
though they may be altered to meet individual preferences. An F. P. A. button may be inset in the head of the gavel. Any of the common hard woods, such as walnut, osage orange, hard maple, birch, hickory, or mahogany may be used. The value of the gavel will be greatly enhanced if it is made from wood of local significance, such as a piece of the first schoolhouse or the first log cabin in the county. A wax or oil finish is quite satisfactory, though a lacquer, French polish, or rubbed varnish finish may be used. A block may be designed to complete the set. This may be 4 or 5 inches in diameter, 1 and 1/8 inches thick and round, square, or octagon in shape. The under side should be hollowed out to make a sounding board.— The Iowa Future Farmer.

Put the Tools Away (Continued from page 141)

wall, benches boarded up, or storage rooms may be used. If you have materials or equipment which can not be taken care of, get rid of it.

Storage of unfinished projects is always a serious problem. If wall cases are not available, and the benches may not be enclosed, perhaps projects may be placed in one corner of the room. Lumber racks may be built along the walls above the benches or suspended from the ceiling, and short pieces of boards kept in a scrap box.

The efficiency of your teaching is judged largely by the organization of your shop. How high do you want to score?—Iowa "News Letter."

Our Cover (Continued from page 155)

community he is overseer of the local Grange, and neighbors say he is a dependable worker for all of those things that help the community life. Their farm is only a few miles from Danville where they have the advantage of churches and a good public school. They take part in the social and recreational activities planned by one of the strongest departments of vocational agriculture in the state. They did not graduate for good from the Danville High School. Young Farrow likes many others still attends the evening school classes conducted by Mr. T. H. Abshoud, the vocational agriculture teacher. Young Farrow and the others joined the voluntary cotton acreage reduction program, accepted the allotments, and co-operated with the government in the New Deal plans.

As the writer drove back to the city with all its problems of relief and unemployment, he felt better, for he realized that America with all her wonderful natural resources can solve her social and economic problem if her people will only have courage and place their shoulder to the wheel in an intelligent, industrious, and fair minded way. If misery is allowed to result, is that not real evidence of human atavism and decadence? Should it not be easier to distribute surpluses fairly than to wring an abundance from poor exhausted natural resources? This generation can and will meet the challenge!

By using all of the courage, industry, and thriftiness of their sturdy sires, our young people can add to their sterling qualities those of the new frontier—the spirit of cooperation, the integrated attitudes of interdependence, and the Christian faith in a balanced economy with parity so necessary for a true economic democracy planned in the great New Deal.

Out there on the "new frontier" young men and women are already rebuilding rural America. The sun is just rising on these new modern pioneers, but those who have the courage, industry, and thrift of their sires will develop the "mind stuff" to meet the needs of the new world.

Needed Research in Agricultural Education (Continued from page 155)

3. Extending vocational agriculture beyond the all-day course
4. Curriculum organization
These are a small sample of our needed research.

EVALUATION OF SUPERVISED FARM PRACTICE

<table>
<thead>
<tr>
<th></th>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Boy's name and year in high school, F. S. Jr. Sr.</td>
<td>John Jones</td>
<td></td>
</tr>
<tr>
<td>2. Number of years enrolled in agriculture, including 1934-35</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Grades in which agriculture is offered</td>
<td>9, 10, 11, 12</td>
<td></td>
</tr>
<tr>
<td>4. Does boy live on a farm?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>5. If not, what arrangements are made?</td>
<td>Arrangement with tenant on father's farm</td>
<td></td>
</tr>
<tr>
<td>6. Status of father, if farming owner, landlord, renter, manager, laborer</td>
<td>Landlord</td>
<td></td>
</tr>
<tr>
<td>7. For what type of farming is he preparing</td>
<td>Cotton major, and corn, poultry, swine</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Enterprises</th>
<th>1931-'32</th>
<th>1932-'33</th>
<th>1933-'34</th>
<th>Size of enterprise on farm, including projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton</td>
<td>1 acre</td>
<td>2 acres</td>
<td>2 acres</td>
<td>2 acres</td>
</tr>
<tr>
<td>Swine</td>
<td>1 sow</td>
<td>2 acres</td>
<td>2 acres</td>
<td>2 acres</td>
</tr>
<tr>
<td>Poultry</td>
<td>125 pullets</td>
<td>150 pullets</td>
<td>100 pullets</td>
<td>125 pullets</td>
</tr>
<tr>
<td>Corn</td>
<td>2 acres</td>
<td>2 acres</td>
<td>2 acres</td>
<td>2 acres</td>
</tr>
<tr>
<td>Soy beans</td>
<td>1 acre</td>
<td>1 acre</td>
<td>1 acre</td>
<td>1 acre</td>
</tr>
</tbody>
</table>

| 9. Financial participation in major project 1933-'34. Entire ownership, part ownership, cash, rent land or stock, share rent, entire returns but no ownership, no ownership or returns. | Rents land (cash) | 9 |
| 10. Number of practices recognized as desirable practices for major project 1933-'34 | 5 |
| 11. Number of above practices used | 1 |
| 12. Number of used practices previously adopted on the home farm | 1 |
| 13. Other supervised practice, 1933-'34 | Butchered 2 hogs | 3 |
| 14. Number of projects completed, 1933-'34 (shown in No. 8 above) | Built cement water tank | 1 |
| 15. Number of projects incomplete, 1933-'34 (not shown under No. 8 above) | 1 |

Agricultural Education March, 1935

Cooperative Work in Supplying Information for Teachers and County Agents

THE Mississippi State Vocational Board is cooperating with the Mississippi Experiment Station in compiling and organizing for publication experimental information for teachers of vocational agriculture and county agents of the state. Each of the two cooperating agencies bears one-half of the expense of the project. C. F. Clark, 1929 Master Teacher of the Southern Region, has been secured for the work.

Experimental data on specific subjects are taken not only from the Mississippi Experiment Stations, but from all stations in the United States where they are applicable. One bulletin has already been issued, Winter Legumes. Others to be issued are: Planning and Feeding of Farm Animals, Corn Fertilizers and Varieties, and Cotton Fertilizers and Varieties. The bulletins are to be issued in such a manner as to bring out the economic phase of the question as well as the technical phase.