Agricultural Education

THE Tar Heel Farmer Camp

EASTERN Tar Heel Farmer Camp is a feature of the state organization of Future Farmers of America in North Carolina. It is open to the state organization and is for the purpose of offering

The best of the calves were sold recently at a sale in the Union Stock Yards. Every boy showed a profit for his work, and the fact that the cattle market has been slow for the last two months, the project showed a net profit of $8,000.10 after all charges; including original cost, feed, pasture, interest, insurance, transportation, vaccination, and other expenses.

The educational features of the project were probably of greater value than the financial. Almost one-half of the calves were sold off grass and light grain feed in August. The other half was carried over and put on a 120-day feeding period to be sold in March. Those selling off grass showed a much greater profit. It can be done, according to the experts, in the winter market in early December. Many of the boys sold a part of their calves off grass and carried one or more into the winter feeding period. Thus, they had the advantage of getting cattle as well as that of feeding. Even the year was not a lot of anything, for they convinced that grazing is profitable.

They also had training in securing a farm loan, so each boy had to make a note, endorsed by his father, to obtain credit. They have a good conception of what class B stock means in a government loan. They had further training in improving their animals against blackleg and hemorrhagic septicaemia.

Possibly the most interesting part of this program was the boys in the yard selecting their calves. Each Monday a dozen or so boys were on hand to see and buy calves. The competition was rather keen. Each boy would select and weigh his own calf or calves after his agricultural teachers had brought both a great or earl. As would be expected, the year was not a lot of anything, for they convinced that grazing is profitable.

Kentucky Chapter to Give Church Part of Money From Projects

This Fall Farmers of the Carlisle, Kentucky, High School will give a part of the proceeds of their productive enterprises projects to local churches.

In the crop projects the boys will set apart one-tenth of the money produced, which will be divided among the following churches:

1. Union Baptist Church
2. First Baptist Church
3. First Presbyterian Church
4. First Methodist Church

The proceeds from the sale of the animals and crops will be used to purchase books, Bibles, and other materials for the school library and to provide scholarships.

The boys who have made the agreement to sell one-tenth of the money produced said they are planning to get the best possible results. They are determined to make the project a success and to bring honor to their school, their community, and their state.

Kentucky Chapter

The broader possible conception of education is President Fets Clinic in Manhattan.

The Tar Heel Farmer Camp served President E. K. Adams, President of the University of Kentucky. The Tar Heel Farmer Camp is a feature of the state organization of Future Farmers of America in North Carolina. It is open to the state organization and is for the purpose of offering an interesting and enjoyable experience to young farmers.

The Tar Heel Farmer Camp is located at Piney Creek, near the town of Tarboro, in Warren County, North Carolina. The camp consists of a large field, a barn, a cook house, and a schoolhouse. The camp is well-equipped with all the necessary facilities for a successful camping trip.

The camp is attended by about 150 boys each year. The boys are divided into groups of about 25 each, and each group is under the charge of a camp counselor. The counselors are selected from the local agricultural schools and are trained in camp management and leadership.

The boys are supplied with all the food and clothing necessary for the duration of the camp. They are required to participate in all the activities of the camp, including work in the fields, milking cows, and other farm chores.

The boys are encouraged to be courteous and respectful to each other and to their counselors. They are also encouraged to develop a good work ethic and to be responsible for their own actions.

The camp is operated by the Future Farmers of America, with the assistance of the local agricultural schools and the county extension service. The camp is open to boys of all races and backgrounds, and is designed to provide an equal opportunity for all boys to participate in the activities of the camp.

The Tar Heel Farmer Camp is a unique and important experience for young farmers, and is an important part of the Future Farmers of America's efforts to provide educational opportunities for young people.
Basic Principles and Practices in Follow-up of Former Vocational Pupils in Massachusetts

RUFUS W. STIMSON, State Supervisor, Boston, Massachusetts

1. The Follow-up of Former Vocational Agriculture Students Should Be Personal

- (1) Personal interview and observation on the farm or at the job where they are working is the best approach to the problem. The follow-up interview should be recorded and filed for future reference.

2. The Follow-up Facts Should Be Recorded

- (1) On a Life History Folder, or in a similar form, all data should be recorded systematically. This should include all information concerning the pupil's vocational education and training, his progress in agriculture, his employment status, and any other relevant data.

Photographs can be kept in it, cross-sections, notes of interviews, also letters and copies of letters written to the pupil. The professional follows up the folders under his charge and shall be responsible for the proper maintenance and utilization of each folder.
great, I visited every pupil at his project or job, with his instructor at least once a year, and difficult ones at least twice a year. The superintendent of schools of the school district in which the pupil resides is in charge of the vocational education program in the school. The number of pupils in vocational education is determined by the board of education of the school district. The superintendent of schools is responsible for the vocational education program in the school district.

When there is only time to see graduates at their best, warning is given that such is the case.

The vocational education program in the school district is coordinated with the vocational education program in the other schools of the district. The superintendent of schools of the school district is responsible for the vocational education program in the school district.

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Livestock Show and Marketing Days
M. H. McDonald, Instructor, Park River, North Dakota

Methods

Livestock were given the "£££" and turned over to the commission firm by the stock Yards Company. The livestock was handled as commercial livestock and was given the same treatment as any other livestock on the market. Each Future Farmer followed his livestock thru the selling process, going with one of the salesmen working in the commission firm receiving the livestock until it was sold and the check delivered.

Other features of the program included a tour of the Union Stock Yards by a member of the St. Paul Livestock Exchange on "How Public Market Functions," and a banquet that could be enjoyed by any of the animals. The all-meat diet was observed to ensure the best possible weight of the animals when the chance was allowed. The judging was done by a representative of the meat packing industry and a member of the livestock inspection staff of the North Dakota Agricultural College.

In order to compete in the show, a few minimum requirements were set up. The participating Future Farmer member must have earned a satisfactory supervised practice program for at least six months prior to the event, and must have owned the livestock for at least four months. Project records were required to be up-to-date and complete for the period covered by the project and to be exhibited with the livestock. Special prises were awarded for the best project record on each class of livestock.

The first day of the event was devoted to bringing the animals in and fitting them for show and sale. A boy could exhibit as many animals as he and his instructor deemed wise for him to show. He was not compelled to show any of his animals, however, and several boys became interested in showing only for sale.

A representative of the United States Bureau of Agricultural Economics was invited to talk to the Future Farmers "Why Livestock is Classified and Graded for Sale." The contest was then given a chance to study these animals that had been classified, graded, and placed in properly labeled individual pens. The animals were graded in the same manner and were entered into the contest to give the classification, grading, and the weight of 10 heifers that were driven before them. A United States lust stock competition, and grade show were entered to help them. The winner of the contest received a gold watch as an award.

On the following day of the show, all the livestock, including what was classified as exhibitable, were taken to the commission firm for the stock yards company at West Fargo. The livestock were loaded on the livestock trucks and driven to the commission firm. The livestock were then sold to the commission firm and the sale proceeds were turned over to the stock yards company.

The state and the Northwest. Mr. L. W. Rube, vice-president and manager of the Union Stock Yards Company at West Fargo did most of the work in classifying and grading the livestock that were driven before them. A United States lust stock competition, and grade show were entered to help them.

The sponsors of the livestock show and sale were grateful for the interest and support shown. The animal care given by the exhibitors was of the highest order.

Lighting System for Basement Room

With the new vocational agricultural department put into the high school at Hallock, it was decided to locate the gymnasium for this purpose. This provision for chorus and gymnastics was made for the purpose of providing a room for the use of the students. The rooms were small, and there was too little room for them. The basement rooms were large enough to accommodate the need for the rooms.

The efforts of the teachers, the basement rooms have been equipped with a lighting system which is highly satisfactory. The room is 24 feet high and has a floor space of 240 square feet. The lighting fixtures are arranged to give the maximum light in the area.

Total Professional (25 hours - 10.7) 1.2
Total Personal (25 hours - 10.7) 1.2
General Total Rating (50.5) 1.2

Teacher's Identification Number: 43576
The directed practice program which has been followed for the past four years by the department of agriculture has been very successful for each new year's crop of students. The student being required to obtain a certain number of hours of farm practice each school year. Although no specific number of hours is required, suggestions are made to the student that at least ten hours of farm work is required. The reason for this is to increase the effectiveness of the plan, and to achieve a somewhat uniform standard of workmanship. For full work, we expect at least two days work a week, ten hours each day, and the work the boy's father would expect from a hired hand. There is some variation in the quality of work which the different fathers expect, and in general it is satisfactory. Paternal cooperation in the farm work is excellent.

The introduction of improved practices on the farm seems to be an important element of our directed practice program. This is done in much the same way. A suggested list was compiled and included in the pamphlet. For example, one of the practices our boys have worked during the past year was the improvement of potatoes. The efforts of our boys have been most successful in small enterprises in the study of potatoes.
Farmer Classes

Evening Schools Increase Soil Conservation Practices

The California Institute of Agriculture and Allied Sciences, of Mason County, Kentucky, conducted a survey of farmers to assess their knowledge and practices regarding soil conservation. The survey revealed that farmers were aware of the importance of soil conservation and were taking steps to implement practices such as crop rotation, cover cropping, and the use of mulch. However, some farmers still faced challenges in implementing these practices due to limited resources and knowledge gaps.

Vocational Farmers of Rupert

In preparation for the upcoming crop season, the agricultural community in Rupert is focusing on soil conservation practices. The town is known for its strong agricultural heritage and has a long history of implementing sustainable farming practices. The local agricultural extension agent is hosting a series of workshops to educate farmers on the latest soil conservation techniques and to provide them with tools and resources to implement these practices on their farms.

Part-Time Work

Many farmers find it necessary to work part-time to supplement their income, especially during the off-season. The trend is towards more flexible work arrangements, such as telecommuting and freelance work, which allows farmers to maintain their agricultural operations while also pursuing additional income streams.

Developing a Community Interest in Part-Time Schools

To foster a deeper understanding of the importance of soil conservation, the school district is planning to conduct a series of workshops in partnership with local farmers and extension agents. The goal is to educate the community about the benefits of soil conservation and to encourage farmers to adopt sustainable practices.

Evening Class Instruction

T. A. Whitehead, instructor

Every community has its problems, and the agricultural community is no exception. In Rupert, the main concern is the decline in the number of younger farmers entering the profession, which is leading to a shortage of skilled labor. The evening class program is designed to address this issue by providing part-time students with the knowledge and skills needed to thrive in the agricultural sector.
Farm Mechanics

Determining Content for Farm Mechanics Courses
LESTER B. POLLOM, State Supervisor, Topeka, Kansas

DE RHEA one other major problem confronting vocational agricultural teachers in the teaching of farm mechanics is that of securing the cooperation of farmers, many of whom are not familiar with the farm mechanics programs being offered in their home community.

One of the most difficult problems confronting vocational agriculture teachers in the teaching of farm mechanics is that of securing the cooperation of farmers, many of whom are not familiar with the farm mechanics programs being offered in their home community.

L. R. Pollock

and equipment for needed repairs. It does little good to suggest a repair that is not needed by the owner of the farm or to recommend the use of a tool that is not needed or useful. It is better to keep the equipment in good repair than to recommend repairs that are not needed or will increase the cost of operation.

Without a definite guide manual for each procedure there is no assurance that the teacher will have the knowledge necessary to do the work efficiently. In this connection, some instruction on the home farm on how to proceed to inspect a piece of farm equipment for needed adjustment and repair is very helpful. Perhaps some of this can be done by getting the teacher on the farm and working with him, showing him how to do the work. The teacher should be given the opportunity to work on his own equipment and to work with the students in the shop.

Nor should the teacher be expected to do any work on the farm himself. It is desirable to enlist the farmer's help and cooperation in conducting the shop as a separate business.

In many cases vocational agricultural teachers are not able to get time to conduct their farm mechanics programs effectively. This is particularly true in the larger schools where there are many more students and more farm equipment to be worked on. These problems can be overcome through careful planning and organization. Some of the things that need to be done to increase the efficiency of farm mechanics programs are:

1. Better planning of the shop schedule.
2. More effective use of the teacher's time.
4. More effective use of the students' time.

This is the type of farm mechanics work that should be done on the farm. It is a lot of work, but it is necessary to keep the equipment in good repair. The teacher should be given the opportunity to work on his own equipment and to work with the students in the shop.

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A Letter From J. C. Penney

K. X. SCHMIDT, Instructor

HAMILTON is the birthplace of Mr. and Mrs. John W. Hamilton, an improved farm of 500 acres. He was invited to attend the annual Father and Son's Barn Dance, which is an annual affair of 100 farmers and sons and business men of Hamilton, and which is always a tonic for the community. It is a great event and the proceeds go to support the Boys' and Girls' club.

Once again my father's memory has been my guiding star to a safe port. And so, I write this word to you from my own experience! Cherish your father's admonitions, he has words of wisdom and heart and life of love. When he's living present shall have paid its share of some other which—let us trust in the distant years—his love and interest shall never be replaced in your life.

I trust this evening may prove to be a singularly happy experience for both Father and Son and that it may hold for many such cherished recollections. It is my hope that on another occasion of this sort I may be able to meet with you again, my kindest regards and good wishes,

J. C. Penney

A Record

DON BULLINGTON, California

[Image of a page from a document, possibly containing a letter or a record, with text that is not clearly legible due to the quality of the image.]
Educational Value of Fairs
(Continued from page 181)

where no money is used at all, makes one wonder whether much financial reward is necessary.

And again if the teachers of the county band together, plan a more enriched fair list for their department, as in this county, fair exhibits are apt to be less enthusiastic than the rest. They really can not overlook anything that is a benefit, that will draw crowds. Pressure from without, too, may be a great help.

Therefore, as the "squeaky wheel gets the little publicity" helps. As the squeaky wheel makes its needs known, likewise, if we Ag teachers will plan and make our wants and needs known, we could do much to help correct some evils of the fair system.

Livestock Show and Marketing Days
(Continued from page 182)

Farmer members in the state have a chance to sell any or all of their livestock at that time. All boys are given a chance to exhibit and those that have done the best work are given small cash awards. Complete project records are mandatory and must be a part of the exhibit and sale. The show is built around the market classification, and grades and emphasis are placed on the market values of the animals. The boys obtain practical knowledge by following their livestock in the market, and since their livestock are handled as commercial livestock, they are treated as such and are not sold at prices above actual market value. We believe this to be of decided importance in order to make the boys appreciate the need for actual farm conditions and practices as possible.

Approximately 125 boys sold over 300 head of livestock at the sale. The boys showed keen interest in the event, proving the value of consumer marketing, and it is helping not only to stimulate more but also better livestock projects in North Dakota.

Selecting and Buying Farm Shop Tools
(Continued from page 189)

The list of tools needed should be carefully selected from the catalogs of well-known hardware dealers and wholesalers. Example:

6 only—No. D8 Diston cross cut saws—26 in., 8 points.
2 only—Stanley No. 5, jack planes, smooth, both sets as true to actual need.
1 gross—No. 00 Plover sandpaper.

In case the school board objects to outside bidders, it is often possible to have a local business man get a hardware salesman to quote the school prices and that way make the best deal for the boys.

It is often possible thru an arrangement such as this for an instructor to build up the number and quality of tools in his department without any more cost than would ordinarily occur. Then, too, I have found that local dealers will sell the same tools under bid for each. The group voted to buy a 1,200 egg electric machine which they thought would best suit their needs and pocket-book.

The financial obligations were met by the boys agreeing to pay two cents an egg for hatching until the machine was paid for and one cent an egg thereafter toward the general expenses of the chapter. They expected to borrow the money from the bank so as to pay cash for the machine and get the cash discount. However, when the proposition was put up to the board of education for their approval, they were so well pleased that they offered to loan the Sauquoit Valley Future Farmers the money with the understanding that it be repaid when the hatching was done.

In the meantime the question was asked as to where to get good hatching eggs. The boys decided that it would take 200 breeding hens to furnish the 300-egg hatch required, and the eggs were examined as to color and shape. The hens were judged as to type and breed characteristics. After the trip a vote was taken to see which flocks were considered best. Three flocks totaling 300 hens were selected. All the male birds owned by the members were brought together and the best of these selected for use. Each breeder's flock was tested for B. W. D. by the agglutination test. Before selecting the breeders it was decided to pay five cents per dozen above the market price for hatching eggs. The owners of the male birds were to receive 50 cents each for the use of them. Each boy was to pay the individual who furnished the eggs directly, and at the end of the season the profit of male birds and bonus testing was to be divided according to the number of chicks hatched.

The machine was set three times, and over 2,500 chicks were hatched. The boys took care of the machine, setting, candling the eggs, and taking off their own chicks.

The whole project has been and will continue to be of inestimable value in the education of the boys. They learned more about types of incubators, how to select eggs, care for an incubator, etc., and they will continue to use them. The boys were not only taught to think out a project, but to do it and do it well.

Sauquoit Valley Future Farmers

M. L. ROGERS, Adviser, Sauquoit, New York

A group of boys interested in poultry raised the question of the possibility of purchasing an incubator. A committee of three interested members was appointed to investigate incubators and report back to the group. This committee wrote to the state college for information about incubator manufacturers. They then wrote to several companies for literature and prices. In turn the Roy boy interested signed an application for hatching eggs, giving the number of eggs he wished hatched and the approximate date he would like them, provided an incubator was bought. At a regular meeting the chairman of the incubator purchasing committee stood up and presented the result to the group. Each boy was asked to say what incubator they would vote for, and the vote of the group was given, with each boy having a vote. The boys voted for the machine, which was to be paid for by the group, and the boys voted to furnish the eggs to be hatched. The machine was set three times, and over 2,500 chicks were hatched. The boys took care of the machine, setting, candling the eggs, and taking off their own chicks.

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