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TRAINING FOR SUCCESSFUL FARMING

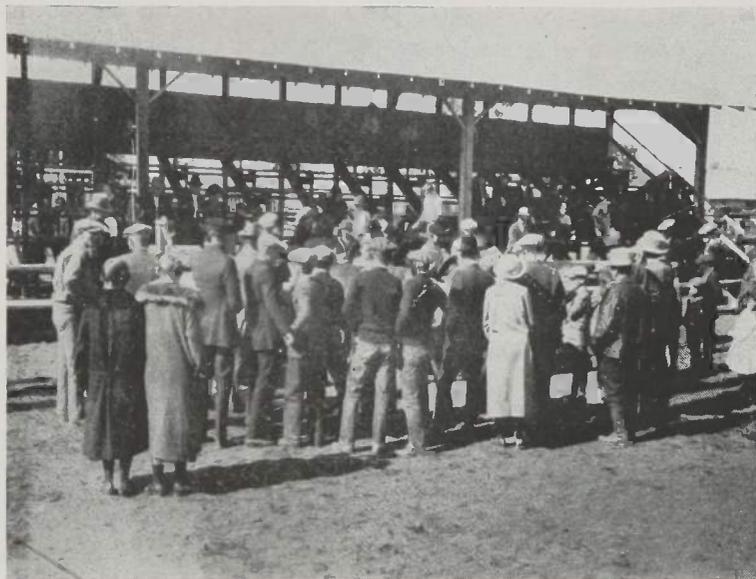
L. D. Klemmedson, M.S.

Boys' And Girls' Club Work a Training Period For Later Activity; Agencies Available For The Promotion of Agricultural Education

FARMING is the business of producing one or more marketable crops or livestock products. The necessity for good judgment in using materials and labor in production makes farming a business. Farming is a business with many characteristics. In some respects it is unlike most other business pursuits. Some of these characteristics of farming are an advantage to the farmer. Others are a disadvantage. The successful farmer must understand these characteristics so that he may use them to his profit.

People understand today better than they ever did before that farming is a business; that it is not only a business but an exact science. They know now what they never realized before that the farmer is as certainly a business man as any producer or manufacturer; that the successful farmer makes use of the latest scientific discoveries as related to agriculture.

If one is to make a success of farming, it is usually necessary that one have adequate experience not only in farm activity, but also in farm management. Few occupations require such wide knowledge of many different things. The farmer must have a knowledge of the properties of soil and their adaptability to plants; different methods of building up soils; the peculiarities of many different kinds of plants; how to plant, cultivate and harvest each kind; the properties of various kinds of weeds and how to exterminate them; the characteristics of various insects, pests and plant diseases and methods of dealing with them; methods of fattening and caring for livestock. The farmer must have a smattering of veterinary science; he must know something of machinery; he must be a carpenter, a painter, a blacksmith and a cement worker; he must have acquired the skill necessary to handle livestock in the fields and to train them to the uses of the



Club Judging At The Arizona State Fair

farm. He needs to know something of the business matters and accounting and to be familiar with the costs of numerous materials and kinds of equipment. He must be able to estimate the cost and probable financial returns of different farm enterprises and processes; he should have a shrewd ability in buying and selling and in watching for small financial leaks in business; he must be sufficiently adaptable to get along with laborers and to manage men as well as horses. This extensive experience must normally be supplanted by physical strength, vigor, endurance and self reliance. In other words, the farmer must know the principles of good farm organization and operation and have ability to apply them to farming activities.

Agricultural education has as its objective the development of ability on the part of students to efficiently produce and market one or more farm crops or livestock products, and to give farm boys and girls, who want to become engaged in the occupation of farming as good an opportunity to become successful farmers as any other boy or girl should be given to

learn any other business or occupation. The vocational trained person has many advantages over the untrained, and these advantages are becoming greater as time goes by. The farmers of today are competing with men most of whom lack the advantages of high school and college educations; but the farm boy who is now in school, when he becomes a farmer, will find many well trained men engaged in farming with whom he must compete or cooperate.

The training that makes boys successful farmers is not all secured from books. The farm boy who engages in the activities of farming, and who thinks and studies about these activities is securing training of inestimable value, especially if he decides to farm for himself. Many things that he learns to do require a great deal of skill. An illustration might be secured by inducing a city boy to give a young calf its first lesson in drinking milk from a bucket. The conclusion will soon be reached that farming is a skilled occupation. It is skilled along many lines, and the most successful farmer is one

(Continued on Page 9)

TRAINING FOR SUCCESSFUL FARMING

(Continued from Page 3)

who combines with his skill a maximum of knowledge, through thinking about and study of the principles governing success in farming.

No girl or boy or adult farmer who wants to get further training in the farming occupations of home making or the production and selling of farm products, need go without this training. The government of the United States has provided, through several different legislative acts, for the establishment of a system of agricultural education which is now quite complete. We now have the following agencies for the promotion of agricultural education:

1. The Department of Agriculture, the Agricultural Colleges, and Experiment Stations, doing scientific investigational work.

2. The Colleges of Agriculture training men and young women in the science of Agriculture.

3. The Agricultural vocational schools, under the Smith-Hughes Act, providing systematic, organized training for young men and women over fourteen years of age preparing to enter the farming vocations, and for adults who wish further training in systematic organized classes, on subjects related to their farm business.

4. The Agricultural Extension service, under the Smith-Lever Act, provides a system of practical instruction, to farm boys and girls and adults through club work, group meetings, demonstrations, lectures and distribution of farm bulletins.

In our farming sections of the State are many boys and girls, who like farming and want to make their future homes in the country. It is the privilege of every boy and girl, who wants to, to live happily in the social surroundings of the country and to do so with economic independence. In order to live happily in the country every boy and girl or adult, who chooses this life, should prepare for it during school days by pursuing a course of study and training which will educate, or fit one for such a life.

Education is a broad term. It involves growth, and so long as this leads to greater efficiency, growth of any kind. It is not restricted to the sort of growth that takes place in the school room or with the aid of the teacher—the library, the church, the farm, the theater, the symphony

are alike educative. Education implies increased power, facility, knowledge, skill, and at the same time the disposition to use these for the good not only of the individual but also of his associates, his country, and even of his age so far as capacity and opportunity fit him for service beyond his immediate environment.

Thinking of education as growth, increased power, facility, knowledge, skill, and the ability to use all these with wisdom, one can become educated and trained for farming by actually engaging in the activities and study of farming on an increased scale, according to one's growth and development, from the time of childhood until old age causes cessation of activity. With the educational systems of the country, particularly the schools and those agricultural educational agencies mentioned above, all working in close cooperation anyone should be able to secure excellent training for farm occupations. These agencies can guide and direct the educational growth of all classes of farm people to the end that they become successful farmers.

How can this be done. As a child ten years of age, one can enroll in club work. Here each member acquires a small farm enterprise, usually called a club project. This project may consist of farm animals, hogs, sheep, cattle, or poultry; it may be a small acreage of crop, farm garden, cotton, lettuce, potatoes or corn. The care and management of this project, which is the member's own property, entails the doing and thinking about doing a large number of farm jobs and activities, which give increased knowledge and skill about the business of farming. If the project is conducted with good judgment and proper guidance on the part of member and club leader, money will be made, which can be used the following year for increasing the scope of the member's project. As the boy or girl grows older and acquires more knowledge, skill and responsibility, the project grows giving an opportunity for the use of increased power and ability on the part of the member. A club member can continue in club work for four years, or until the time comes for entering high school. In the meantime the club member increases the size and scope of his club projects, which will also increase the farm and business activities of the member through caring for and managing the

project. The members will grow in experience, learn to properly care for farm animals or crops, deal and mingle in business and social relationships with others, thus receiving excellent training in the business of farming.

During this period when the boy or girl is engaged in club work an excellent opportunity is offered for discovering the likes and dislikes, the interests and aptitudes of the member in relation to farming. The boy or girl will discover for themselves the kind of farming activity they like best. After discovering what type of farming, dairying, poultry production, fruit growing, cotton production, etc., a boy or girl is interested in, a definite program can be laid out for the purpose of preparing for that kind of farming.

Having discovered through club work that one likes farming and wishes to prepare definitely for that occupation a student upon entering high school is in a position to choose the best course for fitting him or her for this occupation. The more progressive high schools in most farming communities offer vocational agricultural and vocational home economics courses for from two to four years. These courses are under the direction of specially trained teachers, most of whom were raised on farms, and are well qualified from both the standpoint of training and experience to teach farming occupations to high school pupils.

In these vocational classes farm boys and girls are given specific vocational training, designed to prepare them for farming in their own community. The instruction is based upon the type of farming that is followed in the community and state. Each member of a vocational class carries on some type of practical farm work in connection with his studies of farming. The project which was started as a club member can be continued. As the pupil goes through the course, the projects continue to grow in number and size until the pupil has, at the end of the course, a small sized farm. Usually during the second or third year of the course, or at such other time, when the projects get rather large, the boy becomes a junior partner in the home farm business with his parents. This partnership interest in the farm business grows and develops as the boy grows and develops. If the boy is

(Continued on Page 16)

TRAINING FOR SUCCESSFUL FARMING

(Continued from Page 9.)

industrious and thrifty he can make and invest more money each year in farming. When he finishes the high school course he will have considerable capital with which to start farming or if he so desires; go to college one or more years, depending upon the amount of money he has accumulated. After finishing college he can come back to the farm, pick up his partnership business and con-

tinue his education along with his practical experience.

The local agricultural teacher and the teacher of home economics, from time to time offer short intensive training courses in subjects closely related to the farm business in their community, for adult farm men and women. After getting out of school many men and women take advantage of these courses year after year, thus keeping abreast of the latest knowledge and skill as it develops in the business of farming.

From time to time the Agricultural

Extension Service puts on programs which are very helpful in aiding farm people to do their work more efficiently.

With these services at the very door of our farms no one need lack for opportunity to become successful in farming.

If full advantage is not being taken of these opportunities, by your schools or community, it would be advisable to get in touch with the situation and see what can be done to get these educational advantages.

There should be a boys' and girls' club in your community if you have a county agent in your county.

There should be a vocational agricultural department and home economics department in your local high school if you are in a good agricultural district.

If you do not have these things it should be a part of the community development program to get them after they have been carefully considered at your community gatherings or club.

Editor's note: This is the first of a series of three articles by Prof. L. D. Klemmedson on the need for education in agriculture. Another article will appear in an early issue.

Feeding Sitting Hens

Feed for sitting hens should consist mostly of whole grains, such as corn and wheat. Green feeds and meat tend to make them desire to stop sitting and begin laying.

The delicate flavor will be brought out in salt fish if it is soaked in sour milk before cooking.

Boiling water is a simple but sure disinfectant if the article is boiled at least fifteen minutes.



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