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A STUDY OF OPERATIONAL PROCEDURES AND INFLUENCES OF
VOCATIONAL AGRICULTURE IN CAMP COUNTY
OVER A TEN-YEAR PERIOD

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A STUDY OF OPERATIONAL PROCEDURES AND INFLUENCES OF VOCATIONAL
AGRICULTURE ON CAMP COUNTY OVER A TEN-YEAR PERIOD

By
Hervy Harrison Hiner, Sr.

A Thesis Presented In Partial Fulfillment of the
Requirements for the Degree of
Master of Science
In The
Graduate Division
of
Prairie View Agricultural and Mechanical College
Prairie View, Texas

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DEDICATION

This writing is dedicated to the author's wife, Mrs. Annie Beatrice Hiner, Sr., who helped in collecting information and provided encouragement needed for this investigation. The writer also dedicated this writing to his sons, Hervy Harrison Hiner, Jr. and Tony Caprice Hiner.

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The assistance and advice received from Dr. E. M. Norris, Professor of Agricultural Education, Prairie View A. and M. College, regarding the manuscript for the investigation is greatly appreciated. Professor J. R. Powell of the Division of Agricultural Education, Prairie View A. and M. College also offered many valuable suggestions. Appreciation is expressed to Miss Florine Atkins for her assistance in setting up tables and making statistical analyses.

Appreciation is expressed to the thirty selected farmers of Camp County for their cooperation in furnishing information for this study.

In addition to the persons named, the writer acknowledge his indebtedness to the Prairie View A. and M. College Library and staff for assistance in the use of books and other printed material

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CHAPTER I

INTRODUCTION

For those who are interested in helping farmers in Camp County, this investigation aims to provide some understanding of the basic problems confronting all who make their living, in whole or in part, from the land. For those who are already established on the farms, this investigation seeks to provide factual information for guidance, reference, and review.

The investigator's interest in this problem grew out of his work as a teacher of Vocational Agriculture in Camp County for twelve years. Here he made general observations, surveys and interviews with farmers, professional and business men at the beginning of his teaching career and thereafter. A comparison of these data by the investigator would point out some of the influences of Vocational Agriculture in Camp County.

For the convenience of the reader, the subject matter, "Study of Operational Procedures and Influences of Vocational Agriculture on Camp County Over A Ten-Year Period," is presented in four main chapters, as follows: Chapter One, "Introduction;" Chapter Two, "Presentation and Analyses of Data;" Chapter Three, "Summary and Conclusion;" and Chapter Four, "A Suggested Vocational Agriculture Program For Camp County." Literature cited and Appendix are included at the end.

A Background of Area Under Study. Camp County is situated north of the Pine Belt in Northeast Texas. It is transversed by large water supply in nearby Texarkana and Ferrell's Bridge Lakes. The county was named for J. Lafayette Camp, a confederate hero. The population of Camp County is approximately 8,740--the urban population is 3,142, the rural population 5,508. The number of farms are 1,161. Average farm acreage is 91.6, number of farm owners are 702, and the number of farm tenants are 290. The soil of Camp County is divided into two types--sandy and sandy clay, predominately excellent for truck crops. The principal farm enterprises in the county are sweet potatoes, corn and watermelon. However, interest has grown recently in commercial dairying, beef cattle, and poultry.

Pittsburg, the county seat, is the center of the fruit and vegetable producing area, with growth stimulated by the big iron-steel plant at nearby Lone Star.

The entire county is one school district centered in Pittsburg, with bus transportation.¹

In comparison with other nearby counties, Camp County in 1945-46 rated below other counties in their record keeping, in participation in organizations, and in the growth of registered livestock.

The vocational agricultural facilities or devices and program in agriculture in Camp County need improving. These and other conditions indicate a need in Camp County.

Considering the statement mentioned above, it is evident that there is a need for study and an analyses of the agricultural conditions of Camp County.

¹Texas Almanac, 1956-1957, Dallas: A. H. Belo Corp., p. 613.

Statement of the Problem. The study analyses of the agricultural program in Camp County was based on the needs discovered through a community survey. In order to analyze this problem these questions were raised: (1) What are the agricultural needs as revealed by the survey and the investigation? (2) How can these needs be met? (3) What is the limit of the proposed program?

Scope of the Program. This study is limited to an investigation of the agricultural conditions of Camp County and to a proposal of an agricultural program in the light of the needs determined by the survey.

Method of Procedure. In determining the agricultural needs of Camp County, a survey was prepared to find: (1) agricultural needs of the schools, (2) agricultural needs of the community, and (3) agricultural needs in management.

The writer made two surveys for this investigation. One was made in 1945-1946 for the purpose of setting up a program in vocational education in agriculture, which was the first year the writer began working in Camp County. In 1955-1956, another survey was made for the purpose of revising the program of work in vocational education in agriculture with reference to the need of farmers, how these needs could be met, and the influence of vocation education in agriculture on Camp County over a ten year period.

As an aid to analyzing the data the writer compiled a bibliography of school and community, vocational agriculture materials from such sources as the Agriculture Education Magazines, and the Prairie View Library. From this list, books, pamphlets, periodicals and unpublished materials were selected.

After a careful investigation an outline was made of specific methods and techniques that might be used in determining the vocational agricultural needs. The writer then proceeded to analyze the problem on the basis of the information discovered, and to offer suggestions based on the findings.

From the findings of the study, a summary was made and conclusions were drawn as a basis for formulating a program to meet community, county and school vocational agricultural needs.

Significance of the Study. On the basis of this study the writer proposes a functional program which will eliminate at least some of the aspects of the problem. The study is expected to point out the agricultural needs of the school communities of Camp County, and to direct attention to defects of the existing progress. The study will also stimulate the lay people of the communities, county agent, soil conservation technician, local farmers home administrator and area supervisors, to deal more effectively with those problems tending to impede a functional agricultural program.

Definition of Terms Used

A school is an organized group of pupils pursuing defined studies at defined levels and receiving instruction from one or more teachers.

Program is a plan of procedure.

Procedure is a method of conducting a course of action.

Industry is a combination of organizations and facilities that, through the effective coordination of capital, management, and labor produces goods to meet the needs and desires of society.

Influence is the act of producing an effect without apparent force.

Goal vocational is the occupation for which the student is seeking to qualify by means of training.

Objective is the valued results that one seeks to achieve by means of a purposive educative process.

Vocational Education in Agriculture is to train present and prospective farmers for proficiency in farming.

N. F. A. means New Farmers of America.

New Farmers of America is a National organization of farm boys who are enrolled in vocational departments of vocational agriculture

Supervised farming consist of all the farming activities of educational value conducted by pupils enrolled in Vocational Agriculture and for which systematic instruction and supervision is provided by their teacher and parents.

Operation is an action done as a part of practical work.

Evaluation Method is the procedures in a study that has evaluation as its chief purpose and that in most cases includes some definite fact finding.

Analyses is the application of statistical process and theory to the compilation, presentation, discussion, and interpretation of numerical data.

Community is an organized living in one locality or region under the same culture and having a common geographical focus for their major activities.

Home is a dwelling place making the best use of human and material resources.¹

¹Carter V. Good, Dictionary of Education, (New York: McGraw-Hill Company, Inc., 1945).

Review of Literature. Since this study was concerned with an analyses of the Vocational Agriculture Program of Camp County, Texas, and with a proposal of the Vocational Agricultural Program for Camp County based upon the needs of various communities included in the study, the writer considered that an investigation of agricultural needs in other communities would be of value. In other words, the writer believed that the vocational agricultural programs in other communities might serve as a guide in proposing a Vocational Agricultural Program for Camp County. To this end, an investigation of such program in various Texas communities was made.

During this investigation the writer did not find any person having done work in this particular area of investigation, but there were persons that had conducted investigations that were somewhat related to this type of study. In 1945, Roy Alfred Harrison,¹ while studying at Prairie View State Normal and Industrial College, drew up a program for teaching N. F. A. in a regular program of vocational agriculture. This study was made in the vocational agricultural department of the Luling Rosewald School. The time limit was one year.

In 1947, Leon Ulysses Mason² while studying at Prairie View A. and M. College, drew up a suggested program of work in Vocational Agriculture for Harrison County, Texas. He attempted to inaugurate an agricultural program for Harrison County which would bring economic, educational, spiritual, physical and moral uplift to the thousands of Negro farmers and their families so that they would be happy on the farm and

¹Alfred Ray Harrison, "The Teaching of N.F.A. in a Regular Program of Vocational Agriculture," (unpublished Master's Thesis, Prairie View A. and M. College, 1945), p. 2.

²Leon Ulysses Mason, "A Suggested Program of Work in Agriculture for Harrison County" (unpublished Master's thesis, Prairie View A. and M. College, 1947), p. 2.

thus contribute their full measure of good citizenship and devotion to their communities, county, state and nation.

In 1953, David L. Allen, Jr.¹ while studying at Prairie View A. and M. College for a Master of Science Degree in Agricultural Education, made a study to gain first hand information which would aid him in discovering the vocational agricultural needs of the community with points of importance, both for the immediate purpose of drawing up a suggested agricultural education program for the Galilee High School and for future use in teaching.

E. W. Garris² states, "Experience from year to year in the same school will indicate many needed changes in the course of study. It is well for the teacher to take time out each summer to make the needed changes and adjustments. The program must be kept abreast of farming conditions, which necessitates surveys being kept current or up to date. It is also necessary for each student to revise his individual course calendar at the beginning of each school year.

Phipps and Cook³ state, "The primary function of a teacher of Vocational Agriculture is to provide the training which will best meet the educational need in agriculture of all the farm people living in a school area. A teacher needs to allot his time so that it will be used most effectively in developing his program."

¹David L. Allen, Jr., "A Suggested Program of Vocational Education in Galilee High School" (unpublished Master's thesis, Prairie View A. and M. College, 1953), p. 1.

²E. W. Garris, Teaching Vocational Agriculture, (New York: McGraw-Hill, 1954), p. 139.

³Lloyd J. Phipps, and Glenn Charles Cook, A Handbook on Teaching Vocational Agriculture, (Danville: Interstate Printing Company, 1952), p. 61.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Findings Regarding Vocational Agricultural Training and Needs

In determining the needs of thirty selected farmers of Camp County, the writer prepared a farm survey and personally contacted the farmers for information relative to their needs.

After completing survey forms, including thirty selected farmers of Camp County, the writer made a careful analysis of the survey forms. Table I reveals the farm crop production of thirty selected farmers for the years 1945-1946 and 1955 and 1956.

TABLE I. FARM CROP PRODUCTION FOR THE YEARS 1945-1946 AND 1955-1956 FOR THIRTY SELECTED FARMERS

Crop	Average Acreage Planted	1945-46 Average Production	Average Yield Per Acre	Average Acreage Planted	1955-56 Average Production	Average Yield Per Acre
Corn (bu.)	8.83	430.2	48.7	9.00	342	38.0
Sorghum (lbs.)	1.86	2800.0	1505.0	2.14	4421.4	2063.3
Peas (lbs.)	3.75	5083.3	1355.0	2.75	2275.0	827.2
Cotton (lbs.)	6.47	2480.5	383.0	5.00	2350.0	470.0
Cucumbers (lbs.)	0.88	1418.1	1600.0	1.90	2916.6	1521.7
Water-melons (lbs.)	1.00	1600.0	1600.0	0.75	2400.0	3200.0
Hay (bales)	4.00	291.0	72.7	3.00	204.6	68.2
Sweet potatoes (bu.)	4.25	444.25	104.5	5.70	401.8	69.6
Oat hay (bales)	0.00	0.00	0.0	1.5	125.0	83.3

Corn in 1945 and 1946, and 1955 and 1956 was grown by all thirty of the selected farmers. In 1945-1946, the average corn acreage planted was 8.83 acres. Average corn yield per farmer was 430.2 bushels and average yield per acre was 48.7 bushels. During the year 1955-1956, average corn acreage planted per farmer was 9.0 acres per farmer. The average production of corn per farmer was 342 bushels, and the average yield per acre was 38.0 bushels.

In 1945-1946, the average acreage planted to sorghum per farmer was 1.86 acres with an average production of 2800.0 pounds per farmer, with an average yield per acre of 1505.0 pounds. During 1955-1956, the average acres planted to sorghum by the thirty selected farmers of Camp County was 2.4 acres, average yield per farmer was 421.4 pounds, and average yield per acre was 2063.3 pounds per acre.

In 1945-1946, peas planted per farmer was 3.75 acres per farmer with an average production of 5083.3 pounds per farmer and 1355.0 pounds per acre. During 1955-1956, the average acres of peas planted per farmer was 2.75 acres; average production per farmer was 2275.0 pounds, and the average yield per acre was 827.2 pounds.

Cotton in 1945-1946 planted per farmer was 6.47 acres with an average production of 2480.5 pounds per acre. During 1955-1956, average acreage planted to cotton was 5.00 acres with an average yield of 2350.0 pounds per farmer, and an average acre yield of 470.0 pounds.

Cucumbers per farmer in 1945-1946 was 0.88 acre with an average yield per farmer of 1418.1 pounds and an average acre yield of 1600.0 pounds per farmer. During 1955-1956, the thirty selected farmers planted an average of 1.90 acres to cucumbers with an average yield of 2916.6 pounds per farmer, and an average acre yield of 1521.7 pounds.

In 1945-1946, each farmer planted an average of 1 acre of watermelons, with a production of 1600.0 pounds per farmer, and 1600.0 pounds of watermelons per acre. During 1955-1956, the average acre planted in watermelons was 0.75 acres with an average yield per farmer of 2400.0 pounds, and an average yield of 3200.0 pounds per acre.

In 1945-1946, each farmer planted 4.00 acres to hay, with a yield of 291.0 bales per farmer, and an average yield of 72.7 bales per acre. During 1955-1956, the farmers planted an average of 3.00 acres of hay per farmer, with a yield of 204.6 bales of hay per farmer and an average acre yield of 68.2 bales.

In 1945-1946, each of the thirty selected farmers planted 4.25 acres of sweet potatoes, with each farmer producing 444.25 bushels. Average acre yield was 104.5 bushels. During 1955-1956, the average acreage planted to sweet potatoes was 5.70 acres, with an average yield of 401.8 bushels per farmer, and an average acre yield of 69.6 bushels.

In 1945-1946, of the thirty selected farmers, none planted oats. During 1955-1956, they planted an average of 1.5 acres of oats with an average yield of 125.0 bales per farmer, and an average of 83.3 bales of oats were produced per acre.

During the investigation of the thirty selected farmers' needs, the writer made a survey to determine the use of their land for 1945-1946, and 1955-1956. Crop yields is determined before and at the time of planting to a much greater extent than most farmers realize. This means that the land should be well prepared, fertilized properly, planted at the right time, cultivated properly, and proper varieties of seed planted.

Table II indicates how the thirty selected farmers used their land during 1945-1946, and 1955-1956. The two columns of figures to

the left of the center line gives the number of acres of land and the average acres of land used for permanent pasture, temporary pasture, garden, orchard, unpastured woodland, idle land, and field crops. The two columns of figures to the right of the center line gives the number of acres and the average acres in 1955-1956 for the permanent pasture, temporary pasture, garden, orchard and pastured woodland, idle land and field crops. Permanent pasture in 1945-1946 was somewhat less than in 1955-1956. Temporary pasture in 1945-1946 as compared to a decline in 1955-1956. Garden average acreage in 1945-1946 shows a decline as compared to an increase in 1955-1956. Orchards average acreage shows a decline as compared to an increase in 1955-1956. Column one shows the number of livestock and poultry produced in 1945-1946. Column two shows the number of livestock and poultry produced in 1955-1956. Column three shows the percent of increase and decrease.

TABLE II

LAND USED FOR THE YEARS 1945-1946 AND 1955-1956 FOR
THIRTY SELECTED FARMERS

Usage	1945-1946		1955-1956	
	No. Acres	Average Acres	No. Acres	Average Acres
Permanent pasture	877	30.2	805	30.9
Temporary pasture	72	6.5	45	5.6
Garden	25.2	.97	25	1.0
Orchard	7.5	.93	13	1.6
Unpastured woodland	153	12.7	115	14.3
Idle land	111	9.25	64	8.0
Field Crops	611.5	20.3	571	19.0
TOTAL	1857.2		1638	

There was a decrease in unpastured woodland in 1945-1946 and an increase in unpastured woodland in 1955-1956. Idle land in 1945-1946 indicated an increase in average acreage as compared with a decrease in 1955-1956.

Field crops average acreage in 1945-1946 indicated an increase as compared with 1955-1956, which shows a decline in average acreage.

The production of farm commodities is a major activity in farming and is an essential factor in the success of the individual farmer. In the production of livestock and poultry, consideration must be given to the selection of poultry and animal enterprises of such grade, quality, and amounts as will meet market demands. To be an efficient producer the individual must have ability with respect to approved production practices in specific enterprises.

TABLE III

NUMBER OF LIVESTOCK AND POULTRY PRODUCED BY
THIRTY SELECTED FARMERS

Kind	Number of Livestock and Poultry		Percent of Increase
	1945-1946	1955-1956	
Dairy cows	126	185	46
Young dairy cattle	67	75	12
Beef cattle breeding	44	50	13
Beef cattle feeding	4	55	1300
Horses	29	19	-34*
Mules	34	28	-17*
Colts	4	1	-75*
Hogs	81	120	46
Chickens	2495	1910	-23*
Turkeys	10	470	4600

*Negative numbers show decrease.

Table III shows the kind and number of grade livestock produced by thirty selected farmers for 1945-1946 and 1955-1956, with percent of increase and decrease at two different intervals. Although they have shown improvement since 1945-1946 to 1955-1956, yet it would appear that some changes are necessary in the present program for Camp County farmers.

The marketing of farm products has become so complex that special emphasis should be given to it by farmers. The complexity is caused by constant changes in agricultural markets, marketing practices, transportation, refrigeration, processing, storing, and supply of and demand for agricultural products. One of the chief difficulties in the marketing of farm products is that of financing sound marketing programs and practices.

TABLE IV
LIVESTOCK AND POULTRY SOLD BY THIRTY SELECTED
FARMERS IN 1945-1946 - 1955-1956

Kind	Number of Animals Sold		Percent of Increase
	1945-1946	1955-1956	
Dairy cows	17	28	64
Young dairy cattle	0	3	300
Beef cattle breeding	0	1	100
Beef cattle feeding	4	15	270
Horses	2	0	-200*
Mules	0	2	200
Colts	0	7	700
Hogs	30	68	126
Chickens	56	78	39
Turkeys	0	300	3000

*Negative number shows decrease

Table IV shows the number of livestock and poultry sold by the thirty selected farmers in 1945-1946 and 1955-1956, and the percent of

increase and decrease. Column one shows the number of animals sold in 1945-1946; column two shows the number of animals sold in 1955-1956; and column three shows the percent of increase and decrease of the thirty selected farmers. There was an increase in the sale of all livestock and poultry except horses.

TABLE V

PERCENTAGE OF FARMERS PERFORMING MARKETING PRACTICES IN
1945-1946 AND 1955-1956 FOR
THIRTY SELECTED FARMERS

Items	1945-1946 (Percent)	1955-1956 (Percent)	Increase (Percent)
Hogs	20	43	20
Cattle	43	70	27
Butter	13	20	-77*
Whole milk	13	6	-13*
Eggs	23	10	
Meat, pork	10	10	0

*Negative percent shows decrease

Table V shows the percentage of farmers performing marketing practices in 1945-1946 and 1955-1956 of thirty selected farmers. There was an increase in the sale of hogs, eggs and whole milk per farmer. Column one shows the percent of sale of hogs, cattle, butter, whole milk, eggs, and pork meat for 1945-1946, and column two shows the sale of the same products for 1955-1956.

There was an increase in the sale of hogs and cattle. There was a decrease in the sale of butter, eggs, and whole milk per farmer in 1945-1946. Column one shows the percent of sale of hogs, cattle, butter, whole milk per farmer. Column two shows the sale of the same products

for 1955-1956.

Livestock and poultry products may contribute to the family income either by cash or aid to the reduction in the family budget.

TABLE VI
LIVESTOCK AND POULTRY PRODUCTS USED AND
SOLD BY THIRTY SELECTED FARMERS

Products	1945-1946		1955-1956	
	Amount Sold	Amount Used in Home	Amount Sold	Amount Used in Home
Butter (lbs.)	149	3,630	324	2,622
Buttermilk (lbs.)	1232	31,165	0	44,200
Whole milk (lbs.)	75,105	61,510	183,000	62,000
Eggs (doz.)	360	1,041	89	645
Meat, beef (lbs.)	0	575	0	600
Meat, pork (lbs)	1,000	7,200	1,350	5,175

Table VI shows the amount of livestock and poultry products sold and used at home by thirty selected farmers in 1945-1946. In 1945-46, less butter was sold than in 1955-1956, and less whole milk was used at home in 1945-1946 than in 1955-1956, but more whole milk was sold. No buttermilk was sold in 1955-1956. Eggs in 1945-1946 were consumed more so at home as compared to 1955-1956, and more eggs were sold. No beef was sold in processed form during 1945-1946 nor 1955-1956. Less pork was sold in 1945-1946 than in 1955-1956. More pork was used at home in 1945-1946.

TABLE VII

PERCENTAGE OF FARMERS MAKING USE OF CROP MARKETING PRACTICES OF THIRTY SELECTED FARMERS FOR 1945-1946 AND 1955-1956

Crops	1945-1946 (Percent)	1955-1956 (Percent)	Increase (Percent)
Cotton (lbs.)	43	50	7
Watermelons (lbs.)	3	33	30
Sweet potatoes (bu.)	73	73	0
Green Peas (lbs.)	16	40	24
Corn (bu.)	6	20	14
Hay	0	0	0
Cucumbers	36	20	-16*

*Indicates a decrease

Table VII indicates the percentage of farmers making use of crop marketing practices of thirty selected farmers. Column one shows the percent of farmers marketing crops in 1945-1946, and column two shows the percent of farmers marketing crops in 1955-1956, and column three indicates the percent of increase and decrease. There was an increase in marketing of all crops except cucumbers which had a 16 percent decrease.

The farm management activities of the farmer pertained largely to the individual crop and animal enterprises and to the farm business as a whole.

Table VIII indicates the percentage of farmers performing management practices for 1945-1946 and 1955-1956. There was an increase in record keeping on crops, livestock and poultry. There was also an increase in the use of labor saving devices.

In many cases farmers could do better with livestock and poultry if they grew more of their feed.

TABLE VIII
 PERCENTAGE OF FARMERS PERFORMING FARM AND
 MANAGEMENT PRACTICES

Records Kept	1945-1946 (Percent)	1955-1956 (Percent)	Increase (Percent)
Crops	0	36	36
Livestock	0	36	36
Poultry	0	26	26
Labor saving devices	0	0	0
a. loading chute	0	23	23
b. self feeder	0	13	13
c. mineral boxes	0	10	10
d. spraying vat	0	10	10
e. pick-up	16	56	40
f. squeeze chute	3	10	7

TABLE IX
 PERCENTAGE OF FARMERS PURCHASING FEED IN 1945-1946
 AND 1955-1956 FOR THIRTY SELECTED FARMS

Kind of Feed	1945-1946 (Percent)	1955-1956 (Percent)	Decrease (Percent)
Chickens	56	40	-16*
Mules or Horses	30	0	3000
Cows	46	43	3
Hogs	50	30	20
Turkeys	3	0	300

*Negative percent shows decrease

Table IX shows the percentage of farmers purchasing feed during 1945-1946 and 1955-1956 of thirty selected farmers. Column one shows

the percent of feed bought for livestock and poultry during 1945-1946, and column two, the percent of feed bought for livestock and poultry for 1955-1956. There was a decrease in feed buying for livestock and poultry.

According to the survey conducted, when analyzed, the following information was revealed for 1945-1946 and 1955-1956.

It was indicated by the survey during 1945-1946, thirty percent of the farmers used insecticides and 13 percent of the farmers were members of farm organizations. On the average, each farmer during the summer made use of farm labor 11.33 percent hours, while during the fall the use of farm labor on the average for each farmer was 17.66 hours, an increase of 6.33 hours. It was revealed that 76 percent of the farmers made use of canning while 10 percent utilized the drying method. Thirteen percent used freezing and 33 percent utilized pantry method of storage, while 56 percent used the barn. Eighty-six percent of the farmers made use of commercial fertilizers.

During 1955-1956, eighty percent of the farmers made use of insecticides. The farmers during the spring, on the average, made use of farm labor 13.33 hours, while during the summer and fall, 10 percent and 19.33 percent respectively, and in the winter 10 percent. The yearly average being 52.66 hours per farmer. Seventy-six percent of the farmers are now members of farm organizations, while 94 percent made use of commercial fertilizers. Farm processing and storage is made use of in the following manner: canning 25 percent, drying 33 percent, freezing 33 percent, pantry 40 percent, and barn 23 percent.

Present Vocational Agricultural Enterprises
and Practices in Camp County

Present Vocational Agricultural Enterprises in Camp County are as follows:

1. Grain Production
 - a. corn
 - b. peas
 - c. sorghum
2. Hay
 - a. bermuda
 - b. oats
 - c. sorghum
3. Cash Crops
 - a. cotton
 - b. cucumbers
 - c. sweet potatoes
4. Permanent Pasture
 - a. bermuda
 - b. dalis
5. Temporary Pasture
 - a. oats
 - b. vetch
 - c. rye
6. Garden
 - a. vegetable
7. Orchard
 - a. fruit
8. Livestock and Poultry
 - a. grade dairy cows
 - b. grade young dairy cattle
 - c. registered dairy cattle
 - d. grade beef cattle
 - e. horses and mules
 - f. hogs
 - g. turkeys
 - h. chickens

Some of the present Vocational Agricultural Practices in Camp
County are:

1. Management practices

- a. record keeping
- b. native springs and streams for watering
- c. Soil Conservation Service ponds for watering
- d. self feeders
- e. sprayers
- f. pickups or trailers

2. Production practices

- a. use commercial fertilizers
- b. use of commercial poisons or insecticides
- c. use barnyard fertilizers
- d. buy feed for livestock and poultry
- e. employ labor by seasons

3. Marketing Practices

- a. sell grade hogs and cattle
- b. sell crop products
- c. sell livestock and poultry products
- d. home processing
- e. home storage

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

Before the program is proposed for Camp County, the investigator wishes to summarize briefly the findings which grew out of the study.

In this study the writer has centered his attention to thirty selected farmers of Camp County with the intention of determining their needs. After the needs are discovered, then a program will be proposed in light of the conclusions. The survey revealed the following:

1. That all farmers grew feed crops during 1945-1946 and 1955-1956. There was a fluctuation in production during the two periods.
2. The thirty selected farmers had a reduction in land use.
3. The thirty selected farmers had an increase in livestock and poultry for the two periods, except there was a reduction in colts, mules, and total number of chickens.
4. There was an increase in the sale of all livestock and poultry, except horses, which showed a decrease in 1955-1956 over 1945-1946.
5. There was an increase in the percentage of farmers performing marketing practices and a decrease in the percentage of marketing practices for livestock and poultry products.
6. There was an increase in the percentage of farmers performing crop marketing practices, except for cucumbers, which had a 16 percent decline in 1955-1956 over 1945-1946.
7. There were increases in the performance of marketing practices of the thirty selected farmers in 1955-1956 over 1945-1946.

8. It is also indicated by the analysis that the thirty selected farmers had a decrease in the purchasing of feed for livestock and poultry in 1955-1956 over 1945-1946.

9. The thirty selected farmers had an increase in the use of commercial fertilizer, the participation of farm organization and the use of freezing in 1955-1956 over 1945-1946.

Conclusion

The results of the survey conducted among thirty selected farmers of Camp County was for the most part, below the level expected of the average farmer. The factors of environment and previous educational training were not considered in this study, but indications are that these factors play important roles in the performance of farmers.

It seems further justifiable to conclude that on the basis of the survey in checking the land use, livestock and poultry production, livestock and poultry products, management practices and production practices of the thirty selected farmers there had been a fluctuation in their production in 1945-1946 and 1955-1956. Since 1945-1946, the writer also concludes that there have been many instances marked changes in land use, poultry and livestock production, management and production practices. These changes have been brought about as a result of the coordinated efforts of the department of Vocational Agriculture. writer

It is the writer's conclusion that inasmuch as there was a reduction in most crop yields due to inadequate moisture during 1955-1956 that farmers need to follow better land use practices, management practices and production practices.

In the proposed program of vocational agriculture in Camp County that is to follow management and production practices has been considered.

A very large percent of the farmers failures are due to management and production practices. The writer further concludes that, since evidences point that Camp County farmers are below the average farmer expectations, although they have shown improvement since 1945-1946 to 1955-1956, yet it would appear that some changes are necessary in the present program for Camp County farmers.

The writer further concludes that many of the agricultural changes that have taken place in Camp County have been influenced by the impact of vocational education in agriculture.

Some of the agricultural changes in the county that can be directly traced to the effect of vocational education in agriculture are listed below.

1. Use of electricity instead of conventional methods in heating hot beds.
2. Keeping of records on major farm enterprises.
3. Participation in soil conservation practices.
4. Increase use of labor saving equipment in handling livestock and crops.
5. Increase mechanization.
6. Increase participation in organizations directly affecting the work of the farmer.
7. The use of fertilizers based on the actual need and/or needs of the soil as revealed by soil test.
8. A more wide spread use of recommended insecticide on field and truck crops.
9. It has been an increase in mechanization, and a further increase in the future is anticipated.

CHAPTER IV

THE SUGGESTED VOCATIONAL AGRICULTURE PROGRAM FOR CAMP COUNTY

The County Needs in Vocational Agriculture

On the basis of the writers conclusion as revealed by the survey, wish to propose the following program for Camp County. This program is set up for a three year period.

Problem	Goal	Ways and Means
Crop Production	75 percent farmers increase production	<ol style="list-style-type: none">1. Plant crops according to land capability.2. Have soil tested.3. Fertilize according to finding of soil test.4. Select and plant proper varieties.5. Plant and plow under cover crops.6. Treat and inoculate seed.7. Plant on time.8. Cultivate properly9. Have good stand.10. Follow experiment station recommendations and other approved practices.
Pastures	75 percent farmers establish and improve permanent and temporary pastures	<ol style="list-style-type: none">1. Have a consultation with representative of the Soil Conservation Service.2. Follow approved practices.3. Renovate where recommended.4. Fertilize according to soil test.5. Have controlled grazing.6. Carry out weed and brush control.7. Plant a legume and grass combination.8. Construct water ponds.
Improving Livestock and Poultry	75 percent of farmers improve livestock and poultry	<ol style="list-style-type: none">1. Serve good breeding stock for Camp County.2. Discard animals of low grade by selling or trading for better breeds.

Problem	Goal	Ways and Means
(continued)		
Improving Livestock and Poultry	75 percent of farmers improve livestock and poultry	<ol style="list-style-type: none"> 3. Cull 4. Select good dam. 5. Select good sire. 6. Produce as much feed as possible at home. 7. Provide good pasture or range 8. Feed balance ration as near as possible. 9. Provide plenty water. 10. Provide shelter. 11. Show animals when possible. 12. Provide good feeding equipment. 13. Check closely for diseases at all times and pests.
Production of Timber	25 percent of farmers plant pine seedlings	<ol style="list-style-type: none"> 1. Make application through Soil Conservation Service for pine tree seedlings. 2. Plant seedlings on suitable land. 3. Indicate to farmers how planting seedlings will increase land value. 4. Good investment with small capital out lay. 5. Can be used for weedlife cover.
Farm Record Keeping	75 percent farmers keep records	<ol style="list-style-type: none"> 1. Have county clerk or county treasurer to talk to farm families on record keeping. 2. Have farm loan agents to talk to farm families on the advantage of record keeping. 3. Indicate to farmers what records will reveal--such as: <ol style="list-style-type: none"> a. profit or loss, and labor and income b. cost production c. provide information of value for planning and improving supervised farming d. comparisons between farmers programs e. help in buying and selling f. provide data of value in making farm budget g. aid in preparing income tax returns h. provide experience of value in making or developing abilities for keeping records of the type which farmers should use.

Problem	Goal	Ways and Means
Garden and Orchard	100 percent of farmers have a vegetable garden	<ol style="list-style-type: none"> 1. Make a garden plan. 2. Each garden contain not less than twelve varieties. 3. Advisory council offer awards for the three best gardens in the county. 4. Have local health officer to point the necessity of a garden. 5. Have home economic teachers to talk to farmer's wives on vegetable preparation and processing. 6. Indicate to farmer the economic advantages.

Co-Workers in Vocational Agriculture

The writer is of the opinion that the teacher of Agriculture is to cooperate with many agencies in the community for the purpose of making desirable improvements. Because of the nature of his work in the community, he is usually familiar with community needs and with the farm families.

The following list includes a number of typical groups with whom the teacher of Agriculture is expected to cooperate in county, community and school agricultural programs:

1. The Agricultural Extension Service
2. The Farmers Home Administration
3. The Soil Conservation Service
4. The County Dairy Herd Improvement Association
5. The County Board of Health
6. The Local Civic Clubs
7. The Local P. T. A.
8. The Local Teachers Association
9. The Production Marketing Association

10. Church organizations

11. Rural Development Committee

The agriculture teacher can never take a leading part in all these organizations, but he can often make a substantial contribution to their programs, and in turn, he can get valuable help from many of these organizations. A knowledge of the people of the area and of the local agriculture needs makes him a key person for many types of community improvements.

Hamlin states, "It is important in planning a program of Agricultural Education in a community school to remember that there are agencies other than the school which are engaged in agricultural education, and that the job to be done is so vast and the personnel of all agencies combined is so limited, that all together, will not do justice to it."¹

He further states that, "The Agricultural Extension Services of our colleges of Agriculture have been the principal agricultural education agencies working outside the schools in rural communities. Other public agencies, such as the Soil Conservation Service, Rural Electrification Administration, Farm Credit Administration, and the Farm and Home Administration, have educational programs."²

All who are affected by a plan should participate directly or indirectly in its preparation. The writer believes that teachers of Vocational Agriculture should not attempt by themselves to plan a program of Vocational Agriculture in their communities. Bringing in persons from outside of the community who are capable of representing state, national and world needs and who have a knowledge of other programs of Vocational

¹Herbert M. Hamlin, Agricultural Education in Community Schools, (Danville: The Interstate Printers and Publishers, 1950), p. 156.

²Ibid., p. 158.

Agriculture is a desirable practice. These individuals may be used to review plans and suggest additions and deletions.

Agricultural Education in the schools and agricultural extension outside the schools have grown up together. Legislation providing federal aid for agricultural extension was passed in 1914, and federal aid for vocational education in agriculture was provided three years later. During the generation in which there has been much cooperation between the two agencies, as well as considerable misunderstanding and jealousy, the two groups have learned to work together rather effectively in most states. Each accepts the other as "here to stay" in some form or another. As conditions change, relationships change. When school departments of agriculture were rare and their work was confined to high school farm boys, most of the field was left open for agricultural extension, and extension workers naturally claimed it as their own. As departments and teachers have multiplied in the schools, adjustments have been made. The best relationships seem to exist in those states where agricultural extension and vocational agricultural forces are approximately equal in strength. The worst situations are apparently in those states where one or another of these services is dominant and so can be intolerant of the other.

Workers in vocational education in agriculture commonly recognize that, however widely the teaching of agriculture develops in the schools, there will always be need for extension service in agriculture from the colleges. In fact, the greater the development of public school agriculture, the larger are the probable demands upon agricultural extension services. The agricultural colleges are coming to realize that the agricultural departments of the community schools, rather than the county units, maintained by their own extension services, may

be the best primary contacts of the colleges with farm people.

In general, teachers of vocational agriculture deal with the organized instruction of class groups of ten or more persons, while agricultural extension workers do not hold extended series of class meetings, but reach farm people in other ways. Often both groups work with the same people.

There have been times when many teachers of vocational agriculture gave much of their time to 4-H club work, an extension function. Now there is general agreement that teachers should encourage 4-H clubs and train leadership for them, but should not themselves lead the clubs. The public and the workers in both fields are coming to realize that funds have been provided for vocational agriculture and for agricultural extension, and that funds appropriated for one purpose should not be used for another.

There have been attempts to develop memoranda of understanding to apply state-wide and nation-wide. These have not been very successful in operation. The kind of cooperation which should exist between the two agencies varies from county to county and from community to community, and must be worked out locally.

There are a few rules which have been found to lead to good relationships between vocational agriculture and agricultural extension. They are as follows:

1. Workers in the two fields should confer frequently, understand what each is trying to do, and plan together.
2. Neither group needs to worry about the credit it is to receive for its work. The public will assign credit with reasonable accuracy.
3. Each group should recognize the conditions under which the other group must work. Differing legislation and differing administrative arrangements call for different procedures.

4. Agricultural extension and vocational agriculture are coordinate arms of the federal, state, and local governments. Neither has procedure over the other.

5. Community boards of education have broad powers and may engage in any educational activity not definitely prohibited by state laws. They should not be regarded as stepping out of their fields when they engage in teaching adults or undertake other authorized functions which have hitherto been performed by agricultural extension.

6. Teachers and extension workers should be trained to the extent that they will work together in every possible way. One of the hardest blows to cooperation would be the training of teachers of agriculture and agricultural extension workers in separate institutions. Workers in both groups are agricultural educators, and the other group as agriculturists.

7. Relationships are much improved in those states in which colleges of agriculture comparable to those provided services to teachers of agriculture comparable to those provided for county agricultural agents.

8. Conflict between agencies working in the public interest and financed from public funds will not be counteracted by the public. We must "hang together or we shall hang separately."

9. It should be recognized that vocational agriculture operates in community units while extension work is conducted in county units. It is axiomatic in American Public Education that the community should do all that it can for itself, and that other units (county, state, and federal), should only assist and supplement communities. The teacher of vocational agriculture is commonly the only professional worker in agriculture who operates at the level of the community. Hence, his role is rather unique and distinctive. It should usually be possible to distinguish the functions of a community worker from those of a county worker.

Although there are disadvantages in a dual system of Agricultural Education, there are also advantages. Without agricultural extension a large part of the country would be without agricultural education services because of the slowness with which the schools change. If agricultural extension had not paved the way, there would be much less teaching of agriculture in the schools than there is today. A certain amount of friendly rivalry among public agencies may be desirable. Public agencies which have eliminated competition are notorious for their stagnation.

New Farmers of America Participation

The New Farmers of America is a non-profit organization which has for its purpose the development of its members in their vocational, social and recreational life through established local chapters where vocational agriculture is taught. This organization affords its members an excellent opportunity to develop a type of leadership which is very essential for the modern successful farmer. This leadership ability is developed through judging, public speaking, chapter contest and from the training received through the work of the chapter committees under the supervision of the local adviser. These N. F. A. activities develop boys into capable rural leaders and are designed to supplement training opportunities for boys who are progressing toward the goal of establishment in a farming business.¹

New Farmers of America and Vocational Agriculture are closely knitted in the Camp County School System. The New Farmers boys are taught parliamentary procedure, from subject matter, public speaking, poultry, seed and judging of livestock and crops.

¹New Farmers of America Guide, (Baltimore: French-Bray Printing Company, 1954), p. 11.

Vocational Agriculture's strength lies not only in what teachers put over, but more in what the boy carries home. A boy carries home more of that in which he is interested. New Farmers of America causes greater interest and helps one remember the worthwhile that might otherwise be forgotten.¹

The writer believes in spite of all the serious problems that confront people engaged in Agriculture they have a chance to succeed. One of the most encouraging is the steady flow of capable boys and young men into the business of farming and ranching. Through systematic training in Vocational Agriculture including the New Farmers of America experience they are setting their sights and driving straight for the goal. Finding their farming interest early, accumulating livestock equipment and a start while still in school is a sound and practical procedure.

New Farmers of America is Vocational Agriculture's strength. For concrete examples, the writer suggests a look at young men who have taken interest or advantages of the opportunities in the organization. It is such young men that cause ninth grade boys to feel the need of taking vocational agriculture; it is such young men that cause our school to feel the need of a Vocational Agriculture department; it is such young men that cause our communities to feel thankful that they have within their midst a vocational agriculture program.

The Vocational Agricultural program and the New Farmers of America are so closely integrated that it is hard to know where one ends and the other begins.

A New Farmers of America program of work in the Douglas System consist of an outline of activities covering approximately one year and

¹Merrill T. Wright, "F. F. A. - Vocational Agriculture's Strength Agricultural Education," XXVIII (December, 1955), p. 129

based on the interest, needs and desires of the chapter members. A form is used for recording activities in the program of work. This form includes space for a listing of the activities, for the names of committee members responsible for each activity, for the goals to be achieved, for the ways and means of achieving the goals listed, and for the accomplishments. This form is furnished by the Texas and Education Agency, Austin, Texas.

Phipps and Cook¹ indicate the major divisions usually included in a program of work are: (1) supervised farming, (2) cooperation, (3) conduct of meetings, (4) community service, (5) leadership, (6) earnings and savings, (7) scholarships, (8) recreation, and (9) general.

Following are some of the activities that can be performed by the N. F. A. Chapter of the major divisions of the program of work:

Supervised Farming

1. Assist members and farmers in securing desirable animals, seed and supplies.
2. Assist members in securing full ownership of production projects.
3. Assist members in securing production projects of desirable scope.
4. Conduct supervised farming tours.

Cooperation

1. Buy and sell cooperatively.
2. Build farm and chapter equipment
3. Conduct group project.
4. Conduct crop, livestock and poultry demonstrations

¹Lloyd J. Phipps, and Charles Glen Cook, A Handbook on Teaching Vocational Agriculture, (Danville: Interstate Printing Co., 1945), p. 9.

Community Service

1. Help in the beautifications of the school and home grounds.
2. Improve poultry through culling.
3. Make farm surveys.
4. Test cows for mastitis.
5. Vaccinate livestock.
6. Test water wells.
7. Test cows for tuberculosis.
8. Vaccinate dogs.
9. Hold cotton insect control demonstration.
10. Conduct clean-up campaign.

Leadership Activities

1. Various boys act as chairman of committees
2. Speak before groups.
3. Attend meeting of various kinds.
4. Conduct contest such as parliamentary procedure and public speaking.
5. Participate in leadership training conference.
6. Serve as district, state and national officer.
7. Send delegates to State and National Conferences.
8. Conduct meeting.

Earnings and Savings

1. Prepare chapter budget.
2. Assist members in making sounder investments.
3. Collect dues as early as possible.

Conduct of Meeting

1. Conduct officer training school.
2. Provide meeting schedule.
3. Secure chapter meeting equipment.

Scholarship

1. Counsel members
2. Attempt to teach students how to study
3. Older members help new ones

Recreation

1. Hold joint meeting with other clubs
2. Organize N. F. A. quartet
3. Take camping trips
4. Sponsor N. F. A. - N. H. A. picnic
5. Attend area camp

General

1. Take pictures of N. F. A. activities
2. Buy N. F. A. jackets and "T" shirts
3. Cooperate with school activities
4. Buy equipment for chapter
5. Conduct assembly program
6. Conduct community demonstrations

Agriculture, including its many branches the ever changing occupation, can also be called the great occupation because it involves so many people and plays such an important part in the lives of each and every one of us. It is an industry and combination of sciences, a business and a way of living.

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APPENDIX A

CAMP COUNTY FARM SURVEY

Farm Operator _____ Total Acres _____

Owner or Tenant _____ Location _____

LAND USE

Crop or other Use	Total Acres	Avg. Yield Per Acre	Total Yield	Amt. Used At Home	Amt. Sold
-------------------	-------------	---------------------	-------------	-------------------	-----------

GRAIN

- 1.
- 2.
- 3.
- 4.

TOTAL

HAY

- 1.
- 2.
- 3.
- 4.

TOTAL

CASH CROPS

- 1.
- 2.
- 3.
- 4.

TOTAL

OTHER FIELD CROPS

- 1.
- 2.
- 3.
- 4.

TOTAL

PASTURE	Acres	No. Months	No. Animals	Units Grazing
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PERMANENT PASTURE

- 1.
- 2.
- 3.
- 4.

TOTAL

TEMPORARY PASTURE

- 1.
- 2.
- 3.
- 4.

TOTAL

WOOD (NOT

PASTURED _____

IDLE-MISC. LAND _____

GARDEN _____ ORCHARD _____

LIVESTOCK AND POULTRY

KIND	NUMBER			NUMBER ANIMALS SOLD
		NUMBER PUREBRED OR REGISTERED	NUMBER GRADED	
Dairy cows				
Young dairy cattle				
Beef cattle-breeding				
Beef cattle-feeding				
Horses				
Mules				
Cows				
Sheep breeding				
Hogs				
Chickens				
Turkeys				
TOTAL				

LIVESTOCK AND POULTRY PRODUCTS

PRODUCTS	AMOUNT SOLD	AMOUNT USED AT HOME	TOTAL PRODUCED
Butter			
Butterfat cream			
Buttermilk			
Whole milk			
Eggs			
Meat - Beef			
Meat - Pork			
TOTAL			

Eggs
 Meat
 Meat

FARM PRACTICES

I. Management Practices

1. What records are kept?

- a. _____
- b. _____
- c. _____
- d. _____

2. How is livestock watered?

- a. _____
- b. _____

3. List labor saving livestock equipment.

- a. Loading chutes _____
- b. Self feeders _____
- c. Mineral boxes _____
- d. Pickup or trailer _____
- f. Squeeze chute _____

4. What plan is used in replacing obsolete or worn out equipment? _____

5. Member of organizations for farmers.

- a. District soil conservation cooperator _____
- b. Local farmers cooperative _____
- c. Local production credit association _____
- d. County farm bureau _____
- e. _____
- f. _____

6. What changes in farming programs are planned in the next few years:

- a. _____
- b. _____
- c. _____

II. Production Practices

1. What fertilizers are used on what crop?

- a. _____
- b. _____
- c. _____

2. What poison is used and on what crop?

- a. _____
- b. _____
- c. _____
- d. _____

3. What feed is purchased and fed to what animals?

- a. _____
 b. _____
 c. _____
 d. _____

4. How much labor is employed by seasons?

- a. Spring _____ c. Summer _____
 b. Winter _____ d. Fall _____

III. Marketing Practices

1. What kinds and grades of livestock and livestock products are sold?

- a. _____ b. _____
 c. _____ d. _____
 e. _____ f. _____

2. What kinds and grades of crop products are sold?

- a. _____ b. _____
 c. _____ d. _____
 e. _____ f. _____

3. What processing is done on the farm?

- a. _____ b. _____
 c. _____ d. _____

4. What storage is provided on the farm for farm products?

- a. _____ b. _____
 c. _____ d. _____