

**LABORATORY
EXERCISES IN FARM
MANAGEMENT**

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Laboratory Exercises in Farm Management by G. F. Warren & K. C. Livermore

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LABORATORY EXERCISES

IN

FARM MANAGEMENT

BY

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PREFACE

WITH the multiplication of departments in the Colleges of Agriculture, students are in danger of developing wrong ideas as to the relative importance of different factors in the management of the farm as a unit. The student who becomes an enthusiast on poultry may forget that successful crops must be raised if the farm is to prosper. The one who believes that alfalfa will make any farm pay may neglect to provide profitable animals to eat the crop. It is desirable, therefore, that the student correlate what he has learned in all the departments by applying it to the management of specific farms.

Members of the

Scientific farming is not the buying of spray-pumps and milking machines, nor the construction of costly buildings, nor the spending of a lot of money that one does not have, although all of these things may be desirable at times. It is not farm mechanics or horticulture; it is not animal husbandry or farm crops. He who

farms successfully must consider the farm as the unit.

Being a new subject, the field of farm management is not always clearly understood. It has sometimes been confused with animal husbandry, horticulture, farm crops, or rural economy. It may be taught by persons who also teach these or other subjects, just as horticulture and dairy industry are sometimes taught by one man; but the distinction between the subjects should be none the less clear. The teacher of farm management finds that his work is much more closely related to animal husbandry, farm crops, and horticulture than it is to rural economy. One of the important subjects in farm management is the selection and purchase of a farm. This bears the same relation to rural economy as does the selection and purchase of a cow. It is the aim of farm management teaching to unite business principles with the scientific principles taught by the various departments into such a system that the farm as a whole shall yield the greatest profit. The rural economist must somehow tie all the farms together into a philosophy of progressive civilization.

The student of architecture is taught art by one man, drawing by another, sanitation by another, strength of materials by another; but

he would be a poor architect whose training stopped with these fundamentals. Finally, the student is required to make plans for buildings in order that he may have practice in applying the principles and in making estimates of cost. Similarly the student of farm management selects specific farms and makes plans for their arrangement, equipment, and management, with financial estimates. If a student has had practice in making such estimates for a dairy farm, he will have the method of attack in making plans for an orange plantation. One who has studied this subject ought to be fairly well prepared to go on to a farm and decide as to the type of farming to take up, field and building arrangement, cropping system, number of each kind of animals to stock the place, equipment required, capital necessary, the amount of labor required, the kinds of accounts and records to keep, etc.

It will often occur that some fundamental subject that is necessary for working such problems is not taught in the college. A very few of the most vital principles must then be studied in the farm management course in order to plan for the management of an entire farm. This point has been kept in mind in preparing the references. The purpose of the writers has been