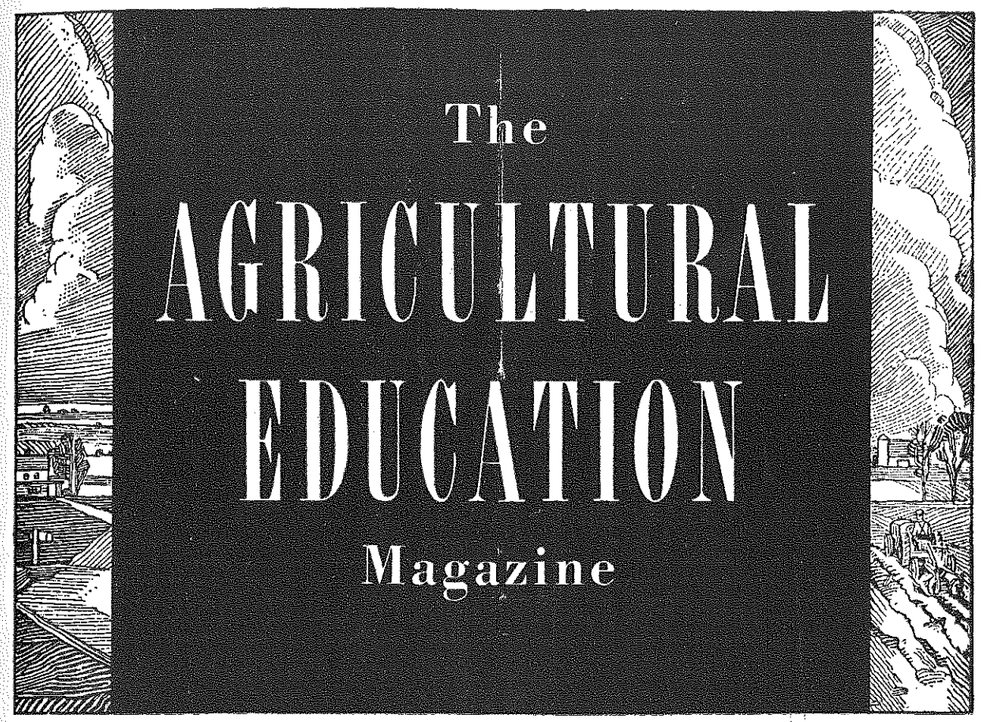
Vol. 16 February, 1944 No. 8



The AGRICULTURAL EDUCATION Magazine

"THE talent of success is nothing more than doing what you can do well, without a thought of fame."
—Longfellow

VOCATIONAL AGRICULTURE
For
TEACHERS
Teacher-Educators
And Supervisors
OFFICIAL PUBLICATION

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines 3, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter January 21, 1929, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

CONTENTS

Editorial Comment

Vocational Agriculture and General Education

NOT only the educational journals but also the press in general for the past several months have been carrying a considerable discussion on the importance of liberal studies. For this discussion we may call it general education, including the humanities and all that may properly be included in the more modern interpretation of cultural education.

The importance of a broad base in general education for all persons capable of taking it and profiting by it is here taken for granted, and it seems to me that the leaders in vocational education should come to a somewhat common point of view on this question and co-operate in plans for the fullest realization of the values of general education. This view does not mean any dangerous subordination of the importance of vocational education. It does mean, however, co-operation in meeting the issue and of using the opportunities of the vocational teacher in providing a fuller and richer educational experience for boys most of whom cannot or will not take advantage of further school education.

Responsibility for Education

It may be said that this phase of education is the responsibility of those in charge of the academic studies in the high school, and, of course, in the main it is. But the question may be raised as to whether vocational agriculture may have a very distinct and to a considerable extent exclusive contribution to make.

It is common knowledge that a very considerable number o boys in vocational agriculture seem to make little progress in academic studies, and have much less interest in them than in vocational agriculture. It is possible that further provision can be made for a better appreciation of so-called academic studies by improved selection of subject matter and teaching procedures. But there is a responsibility of agriculture teachers, under present conditions at any rate, to do some things which will quicken boys' interests, strengthen and enrich their whole lives, as well as help them to make a living. Farm boys should be inspired with humanistic ideas and emotions and should, certainly in times like these, be able to sense and feel the fuller meaning of expressions such as one inscribed over the main entrance of Goldwin Smith Hall at Cornell University, "Above all nations is humanity."

Emphasis should be given to the human side of farming and farm life. The Danes capitalized on this idea to the extent that the Danish farmer was an intelligent man of the modern world and enjoyed the finest things of life. Mursell has well expressed it when he said of the Danish farmer, "He has learned the greatest of all lessons—how to be a human being, not a clod. He succeeds because his adjustments to life's problems are humanized, flexible, creative, ever advancing. He succeeds as a farmer because he is a cultured man."

Need for Emphasis on Social Values

Teachers of agriculture can and should encourage farm boys to make more of their opportunities, yes, to raise their efforts to the point of zeal in getting the broadest outlook possible on the world of yesterday, today, and tomorrow. They are going to need it in the years to come. Rural leadership will continue to suffer without the broader knowledge, appreciations, and attitudes engendered by general education, viewed in its best sense.

In spite of the responsibility and the opportunity of the academic teacher, we should not lose sight of the powerful influence of the real teacher of agriculture on his boys and his opportunity to guide their thinking, fashion their motives, and inspire worthy ambitions.

Vocational agriculture has a very significant and a distinct contribution to make to all seven of the cardinal principles of education—health, fundamental processes, home membership, vocations, citizenship, leisure time, and ethical character. It is by no means necessary to abandon or neglect the objectives of vocational education in agriculture to make these contributions.

Co-ordinating General and Vocational Education

The guide to the construction of the course of study in North Carolina provides for the realization of the broader objectives of rural education. A special unit course designed as a joint program for the eighth grade, entitled, "Farm Family Living," includes health, food, recreation, handling the farm income, the farm family and its place in the community, living together in the farm family group, the care and wise use of nature's gifts, and several others. Here is an opportunity to build ideas and attitudes on such important things as harmony in the family and developing better social life in the community.

A provision in the course of study for occupational orientation and reports and discussions on current issues makes it possible to include many a reference to things of significance to the aims of general education.

Humaneness in the care and handling of livestock is another opportunity to form attitudes capable of transfer to other situations. There is something akin to personality in the domestic animals. This idea of an appreciation of farm animals is well represented in the very suggestive little book, *Agricultural Arts*, by Davenport and Nolan.

In the study of agriculture there is the opportunity to get a very realistic view of geography in the origin of plants and livestock, the geographical distribution of farm products, our economic competitors, and the future outlook for agricultural commodities; and in these connections reference can be made to principles of economics, customs and the life of other peoples, and our attitudes toward the interests and the ambitions of other peoples of the world.

In the planning of instruction the "interpretive science" and "related information" may be used to enrich the values; to give subject matter more meaning and significance in addition to a broader knowledge of important and closely related facts. For example, just now in connection with food preservation every farm boy and girl should know the scientific facts about botulism as it affects both man and animals. Another illustration is the story of the Babcock test; how it was developed, its importance, and most important of all the personality and the altruistic spirit of Stephen M. Babcock in donating this discovery to agriculture instead of using it to amass a private fortune.

In the postwar period the country is going to need more citizens of a distinctly social point of view and a keen sense of ethical values. This brief discussion suggests only a few of the many contributions which vocational agriculture can make to the education of tomorrow. —L. E. C.

Look Ahead

TO THE youth who fell in the mud puddle while stargazing on his journey, the wise man remarked, "Had you watched your step, you would have seen the stars in the pool." This oft-repeated anecdote is usually employed in an argument against stargazing or the visionary attitude which is frequently impractical. At present, we would offer the suggestion to teachers and administrators of vocational agriculture, "Be sure to watch your step today but note the stars reflected in the pool."

If the war continues another year or more (as we expect it will), our current difficulties in vocational agriculture will continue and new complications will appear. We must meet these as they arise and they must be our chief concern, but we must give due consideration to the situation which will exist in our field when hostilities end. We must have alternative plans drawn up, as we cannot now be sure of important details.

In our present teaching, we must prepare the pupil to adapt himself to changed conditions. He, as well as the adult farmer, should aim for a sound financial status. He should not secure property at inflated values and should not be deeply in debt when the change comes. This also involves the problem of expanding herds or flocks beyond the limit which will be safe under reactionary conditions. Many other agricultural and

(Continued on page 153)

Professional

S. S. SUTHERLAND — R. W. GREGORY

Southern Community School Program

ROY W. ROBERTS, Professor of Agricultural Education,
University of Arkansas

THE South has recognized its inability to compete with other areas of the nation in achieving high rank in educational activities measured primarily in terms of expenditure of money. This fact is shown by the seasonal school and community programs that have grown up thruout the area without the use of large sums of money. All of these programs have recognized the fact that funds are limited and that natural resources and human ingenuity must be utilized to the fullest extent in order that educational progress may be realized.

Outstanding Local Programs

One outstanding Southern community school program that has attracted attention for more than a score of years is that of the Parker School in Greenville County, South Carolina. The Parker District accepts the philosophy that the school should educate for and contribute to the improvement of community life. Units of work are based on community problems such as community health, recreation, and better homes programs.

The Holtville, Alabama, consolidated school has for a number of years utilized school faculties for both instructional purposes and the improvement of community living. Such school facilities as a canning plant, chick incubation equipment, frozen food lockers, a beauty shop, and a motion picture theater are utilized for pupil instruction and community service. The flexible schedule, pupil progress reports, co-operative teacher-pupil planning, and pupil freedom in the selection of subjects, all contribute to the democratic organization for education and community betterment at Holtville. Other outstanding community school programs in Alabama include the Waterloo community development program sponsored by Florence State Teachers College for the education of rural leaders, and the Alabama College program at Montevallo for the training of social workers.

State Wide Planning

The Arkansas community school program is an example of state-wide planning for school and community improvement. The Arkansas program is designed to stimulate a better use of community problems and resouces in rural public schools and teacher education curriculums for the preparation of rural teachers. These objectives are being accomplished thru curriculum workshops at colleges and by extension, college sponsored visiting teacher programs, short courses for rural teachers, visitation-study trips to outstanding school centers and various types of conferences. The Wilson school with its activity curriculum, flexible schedule, special pupil laboratory, dental clinic, and community recreation program; and the Friendship school with its improved facilities for educating rural teachers, illustrate the objectives of the Arkansas program.

The Georgia community canning program has more than 480 school community canning plants in operation thruout the state. These plants are owned by local school districts, supervised by teachers of vocational agriculture and home economics and provide facilities where citizens of the community may process and preserve vegetables, fruits, and meats for home use. These facilities are also used for instructional purposes for both school pupils and adults. The rural teacher education program at West Georgia College, Carrolton, provides resident teaching in rural schools and integrated rural-life college courses for prospective rural teachers.

The Bureau of School Service in the University of Kentucky was created to make available the facilities of the University College of Education to schools and other educational agencies for the purpose of assisting them in the solution of their problems. This purpose is accomplished by such activities as (1) conducting of surveys of schools and school systems; (2) giving advisory service concerning building programs, school organization, curricula, and others; (3) conducting educational research; (4) editing and publishing research studies; and (5) co-operating in improvement of education.

The Obian County Tennessee program conducted jointly by the Obian County school superintendent and teachers, and members of the faculty of the University of Tennessee is an example of a type of program designed to stimulate local leadership to improve community health and living standards and to provide an opportunity for college students and faculties to become more familiar with teaching situations and community problems. The Whiteville, Tennessee, Negro school is outstanding in providing community service, vocational education, and practical work experience at a minimum cost.

The Mississippi school and community health program in which state, county, and local education officials co-operate with medical officers to provide instruction in community health problems, stimulate community control of disease, and provide treatment for citizens of the community, is serving as an experimental area for observation by a number of states.

The Louisiana Normal and Industrial Institute rural teacher preparation program for Negroes at Grambling provides supervised cadet teaching and follow-up for new teachers. The cadet teaching is carried out in selected schools thruout the state and a system of exchange work between county supervisors and college teaching personnel provides opportunities for a mutual understanding of educational problems and procedures. Recently the Louisiana State Department of Education in co-operation with the several colleges has launched a co-operative state teacher education program designed to educate teachers to better meet the needs of community life.

Additional examples of efforts to improve rural community living in the South include the North Carolina health program in which various studies and workshops have been devoted to the conservation of human and natural resources; and various school programs designed to improve community living in other areas of the South.

Schools Go to the Community

These various local and state school programs and regional planning conferences indicate rather clearly that Southern school programs are moving from the four walls of the school into the bounds of the community. School leaders are beginning to realize that local community problems afford an opportunity for teaching children and improving community living. Teacher-education institutions are beginning to accept responsibility for better preparation of pre-service and in-service teachers in participation teaching programs located in selected community school centers. Community problems and resources are being utilized in the school curriculums in these centers and the influence of the school is directed toward better living conditions for the people of the area.

State education departments are inaugurating co-operative state-wide community school programs designed to stimulate wide spread use of the community school idea, and regional conferences and committees are preparing studies and suggestions and stimulating lay and professional leaders to investigate the possibilities of community improvement thru a study of community problems and resources. These signs of the times point the way to a closer co-operation and integration of Southern school and community life as a means of overcoming some of the disadvantages occasioned by the disproportionate amount of the wealth of the nation that is found in the South.

The effort to extend the domain over nature is the most healthful and most noble of all ambitions.—Bacon

The farmer's calling seems to me that most conducive to thoro manliness of character.—Horace Greeley

It is not education of children that can save the world from destruction; it is the education of adults—H. G. Wells

He who never made a mistake never made a discovery.

Raising Funds to Finance the F.F.A. Chapter

J. BRYANT KIRKLAND, Teacher Education, University of Tennessee, Knoxville, Tennessee

HOW can I raise the money necessary to finance our chapter? This question has been directed to many experienced teachers, supervisors, and teacher-trainers by the younger and less experienced advisers. It is safe to say that many chapters have planned rather extensive programs of work at the beginning of the year with the result that many activities were not carried out and many objectives were not reached because of the lack of finances. One cannot prescribe a panacea for all such chapter ills; but, in the main, the adviser can aid his chapter in overcoming this rather common difficulty if, soon after the program of work has been proposed and approved, he leads the members to set up an estimated budget of expenses and receipts, and leads them to consider ways and means of financing the chapter in attaining each of the proposed objectives.

Many chapters utilize fully the resources of the entire chapter membership in planning the program of work rather than relying entirely upon the contributions of a select group or an appointed committee, usually comprised of four to five of the older members. It seems reasonable to assume that a similar procedure would be equally effective in planning ways and means for attaining the objectives and financing the chapter. It more nearly characterizes the democratic procedure and is worthy of a trial.

Chapter Dues

The matter of chapter dues is one which has been debated pro and con by many advisers and chapter members. A rather large percentage of chapters do not assess local dues. Some advisers are of the opinion that some members would be excluded if dues were charged. There are equally as many advisers who exclaim vociferously that any student of vocational agriculture can afford to pay the annual dues. It resolves finally into two questions; namely, (1) does the candidate recognize the real worth of the organization, and (2) are the dues excessive? The writer is inclined to lend support to the group which assesses dues. The dues should not exceed 50 cents to one dollar annually and should not, therefore, be looked upon as one of the major means of financing the chapter. During the time farm youth are members of the F.F.A. they are developing interests, understandings, attitudes, and appreciations which will enable them to exercise positions of leadership and to work effectively in the organizations with which they will be affiliated after completing the high-school training program. Every organization with which they will later identify themselves will assess dues and for this reason it seems wise for the local F.F.A. chapters to prepare the members for this requirement which is universal among other organizations. "Where thy money is there will be thy heart also" may be applicable to the F.F.A. chapter. It seems to contribute to the feeling of participation when each member pays his dues.

As has been stated, the collection of dues will [illegible] cient funds to finance the program planned by a wide-awake and energetic chapter. There are numerous possibilities which the chapter might consider. Before the adviser and the members make the final selection of ways and means for financing the chapter in projecting its program of work, it would be well to subject each of the proposed ways and means to the following criteria:

1. Will it develop co-operation among the members?
2. Will it develop leadership?
3. Is it of educational value?
4. Will it provide participation for all or nearly all members?
5. Will it meet with the approval of the local school authorities, patrons, business men, etc.?
6. Will it involve too much financial risk?
7. Will it provide reasonable financial return for the time and effort involved?
8. Will it make a contribution by rendering service to individuals or groups in the community or by providing recreation and entertainment?
9. Is it challenging and yet within the scope of the physical ability of the members?

Chapters should give careful consideration to the selection of ways and means of financing their program of work. The heterogeneous conditions which exist in the several communities may directly influence the effectiveness of certain activities selected by a given chapter. It would be well for the chapter to consider the welfare of other organizations and agencies and refrain from selecting activities solely on their pecuniary value.

The writer recently made a survey of ways and means used by chapters in Tennessee to finance their programs. Some of the activities used by the chapters are given below for their suggestive value to chapters that are desirous of employing innovations in raising funds. The activities reported with greatest frequency by the chapter secretaries and advisers were classified in various areas as follows:

Co-operative Activities

1. Fatten and market feeder hogs—collect school lunch scraps, members donate one or two pecks of corn, collect inedible food from surplus commodities corporation, etc.
2. Make chapter exhibit at local, district, and State fair.
3. Purchase chicks, feed and market broilers.
4. Grow sweet potatoes, cotton, etc., as a chapter project—each member working a minimum number of hours.
5. Make hot bed and cold frame and sell plants to farmers.
6. Make mineral mixture and sell to farmers—charge 60 cents per cwt. for mixing.

Community Services

1. Vaccinate hogs and calves—charge 10 cents per head.
2. Treat seed corn for smut—charge six to 15 cents per bushel.
3. Treat small grain for smut—charge six cents per bushel.
4. Grade seed corn—charge 10 cents per bushel.
5. Prune fruit trees—charge prevailing wages.
6. Spray orchard—charge prevailing wages.
7. Landscape farmsteads—charge prevailing wages.
8. Make articles in farm shop and sell to farmers—e. g. wagon box, self-feeder, brooder, porch and lawn furniture, dehydrator, etc.
9. Repair farm machinery for farmers.
10. Sharpen and repair hand tools for farmers.

Buying and Selling

1. Sell candy, cold drinks, ice cream, and peanuts at school and at athletic contests.
2. Sell garden seed—receive 33⅓ percent commission.
3. Sell tobacco seed—receive 25 to 50 cents commission per package.
4. Sell seed corn—receive 10 cents commission per bushel.
5. Sell cotton seed—receive two cents commission per pound.
6. Sell magazine subscriptions—receive 30 to 50 percent commission.
7. Collect and sell scrap rubber, metal, rags, and paper.

Recreation

1. Sponsor movie at school—receive commission.
2. Sponsor radio artist program—receive commission.
3. Present F.F.A. plays.
4. Sponsor carnival.
5. Give pie social jointly with F.H.A.
6. Sponsor roller skating parties at school gymnasium.
7. Play basket ball games.

Supervised Farming

1. Purchase chicks and feed for members and receive 50 percent of returns for sale of broilers.
2. Sell excess pigs from purebred pig chain.
3. Loan money to members—charge four to six percent interest.
4. Hatch eggs for members in chapter incubator—charge 75 cents per tray.

Book Review

Painting Farm Buildings and Equipment. Lesson Plans for Vocational Agriculture Teachers. Prepared by State Department of Education, Vocational Division, Cheyenne, Wyoming, in co-operation with Agricultural Service Division of Lead Industries Association. Teaching Plans for 14 jobs accompanied by job sheets for the pupil's use, corresponding to the booklet bearing the same title, listed in the Staff Letter for February, 1943. These materials are distributed by Don Critchfield, Manager, 2217 "O" Street, Lincoln 8, Nebraska. To several selected schools in the state, paint cabinets have been allotted with materials for demonstration. However, the teaching plans and job sheets would be very helpful to any teacher of farm shop work, without the cabinet. Some of our schools have, and others should have, several units of paint-

Methods

G. P. DEYOE

Some Instructional Techniques for Conducting Dairy-Herd Improvement Projects

STUART C. MOSIER, Student Teacher,
Michigan State College*

IMPROVEMENT projects of the type now being conducted in dairying at Williamston, Michigan, were started about three years ago. These projects have been an outgrowth of classroom instruction, and they provide a basis for much of the instruction in the dairy enterprise. Selection, breeding, feeding, dairy sanitation, and other phases of dairying can all be taught thru the problems which grow out of the testing program.

When to begin testing is the initial problem which confronts the teacher of vocational agriculture. Interest is important, and the boys are naturally more interested in the fall after returning from the summer vacation. By initiating the plan in October, the testing can be carried thruout the school year; and by that time the project has gained considerable impetus, and the boys have become sufficiently enthusiastic to continue thru the summer months. Returning to school in the fall, the students use the month of September for summarizing the records for the testing year. Thus, from the completed records of the past year the boys are given fresh interest to start the new testing year immediately in the month of October. This plan, of course, should be worked out in the classroom and be an outgrowth of the instruction.

Central Core of Problems Provided for Each Year

Initiating the plan in the fall of the year also provides a central core of problems for teaching dairying during that school year. In each succeeding year, problems also arise for study in the classroom. Following are some problems which the students studied during the three years of conducting the testing program:

1. *Some of the problems studied the first year:*

Why should I keep records of production on the home herd of dairy cows? (September or October.)

What is the procedure for testing milk? (Following the above.)

What is the procedure for keeping records of production on individual cows? (Following the above.)

What rations should be fed to the herd? (November or December.)

2. *Some of the problems studied the second year:*

On what basis should we select a dairy cow? (September or October. After completion of one year of production records.)

What cows should be eliminated from the herd? (September or October. Using production records.)

How can we feed the dairy herd more feeding than those for the first year are considered.) How can we best preserve milk quality? (April.)

3. *Some of the problems studied the third year:*

How can we make use of our dairy records for culling and for improving the herd? (September.)

How should we select the herd sire? (September.)

How should we organize a Junior D.H.I.A.? (October.)

How shall we balance the dairy ration? (December.)

How can we organize our livestock programs to receive the greatest financial returns? (April.)

What are the dairy diseases common in our herds and how can they be controlled? (April.)

Three features should be noted relative to the above problems. First, *they are the outgrowth* of the improvement projects in dairying. Second, *they represent a natural sequence* as certain needs are recognized. Third, *some of the problems imply successive levels of development* on the part of the boys.

Records Started During the First Year in Agriculture

It seems best for the boys to start testing in their first year in agriculture, since this makes it possible for them to continue their testing over the entire period in school, and they thereby grow in knowledge and ability in managing the dairy enterprise.

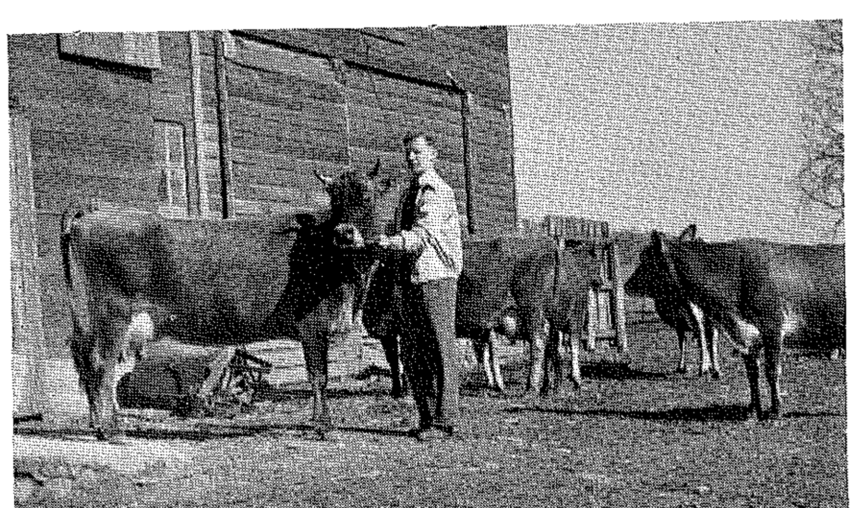
Production records are kept on the individual cows in the herds which the boys test. Keeping records only on the production phase is of course incomplete; however, if the student's capabilities are kept in mind more complete records are not practical in the early part of the student's testing period. If all boys are required to keep records in addition to production, they tend to become discouraged and many drop out or keep inaccurate records. The actual butterfat produced is of most value in herd improvement and if the boys and their parents know this, the feeding, breeding, and other approved practices studied in the classroom will be used at home in increasing the herd production.

Complete records of the regular D.H.I.A. type in the senior year of testing may be of value to a portion of the students. Boys desiring to become testers in Dairy-Herd Improvement Associations after graduation will want to learn how to keep such records. Some other students may also develop such interest that they will desire to have these records of a more complete type. More complete records of this type are an outgrowth of experience and time in testing. Most boys are not sufficiently advanced in knowledge, capability, or interest to be expected to keep them the first year in the program.

High Level of Interest Is Important

From the classroom instruction, the vocational agricultural teacher will see as an outcome the forming of the proper attitude in the boys. Group enthusiasm and initiative are absolutely necessary. Developing an interest such that every student tests regularly each month will tend over a period of time to set high standards with the group. All boys should have herds to test, it being the responsibility of the teacher to help provide herds if necessary. Persons with home herds need the help of the agricultural teacher in getting full parental co-operation. Parents need to understand the program and its value as a learning situation for the boy. Students whose home herds are already in a regular D.H.I.A. should assume responsibility for testing herds on nearby farms. In this way, the students will not be duplicating the work of others and will not feel that they are wasting their time. More important, the boys will be in better learning situations if they are able to test herds which have not been under test in D.H.I.A. and are consequently not so well managed by the herd owners. In selecting the herd for a given boy, the teacher and the boy should pick one of such size as to meet the ability of the boy. A very large herd may overwork the boy and he will not be able to do a good job.

*Student teacher at Williamston during the time this study was made under the guidance of E. A. Lightfoot, supervising teacher, and H. P. Sweany, resident teacher-trainer from Michigan State College. Mr. Mosier is now serving in the armed forces.



Suggested Techniques

To summarize the techniques for getting the testing work started, it can be said that "a good start is the best form of promotion."

After the program is under way, it is necessary to carry it thru to the end of the year. There are various ways for developing and maintaining interest. Following is an outline of things which are done during the school year to promote these projects:

1. Using a definite organization and procedure in the testing room. This is planned in the classroom.
2. Having a testing schedule and proper room arrangement for efficient testing.
3. Providing a definite system of record keeping, with tabular aids for making computations.
4. Co-operative planning in class with the boys as to what can be done to improve the methods and techniques.
5. Developing pride in cleanliness and accuracy. No one takes pride in dirty equipment or in inaccurate or incomplete records.
6. Using charts to record the herds as they are tested each month. Setting a goal of 100 percent completion each month seems desirable.
7. Printing monthly bulletins and giving credit to high herds and cows for the month. (Display of records which embarrass the boy or reflect on the management practices of the parents are avoided.)
8. Having articles in the local newspapers.
9. Making annual summary chart for the year and setting *goals* for the next year.
10. Developing exhibits of the testing results at community fairs.
11. Taking field trips to herds which students are testing and seeing the practices which are followed.
12. Having each boy place the annual record for each cow over her stanchion. This increases interest and pride.
13. Awarding achievement certificates to boys whose work merits them.

Carrying Records Thru the Summer Months

Summer is the critical time for getting testing done, as it is then that the boys will tend to lose interest and "get too busy" to do the job. Therefore, it is necessary for the teacher to promote the summer testing with more vigor than during the school year. Summer testing is given more impetus if the boys have carried on the testing program during the entire school year and thus begin to see some of the advantages and results that come from continuous testing. The agricultural teacher can do much to make the summer period successful by doing the following things:

1. Summarizing at the close of the school year the progress up to that date. Each boy will thus have an indication of progress toward the production goal which was set for the year.
2. Making equipment easily available for the boys during the summer. This means taking the equipment out to the boys if they are busy.
3. Securing parental co-operation for summer testing.
4. Having time and testing room convenient for the boys. Sundays and early morning are especially desirable for the farm boy. Allow several days leeway to get the tests run.
5. Mailing out summer production monthly bulletins.
6. Displaying progress at summer F.F.A. meetings.
7. Testing a herd by another boy or by the teacher himself if the boy is unable to test for a given month because of some good reason.

Beyond seeing that the program is carried out, the agricultural teacher should, if he is to know the problems and questions which arise in the home herds, maintain close contact with the testing situations. He thereby becomes familiar with the difficulties which confront the students.

Some Results of the Program

Since the new program was started three years ago, 60 herds have been tested which included a total of 664 cows. Sixty-three boys have taken part in the program and all have handed in records which have been used in summarizing the production on the home farm and computing goals for successive years.

Goals are important in holding the interest of the boys thruout the entire year. The average production for the 14 herds tested in the first year was approximately 260 lbs., which is not an impressive record but considerably above the average for the state. Summer testing was not very successful in the initial year of the program. Only five boys of the 14 carried the program thru to completion in the summer period, thus necessitating the use of a conversion table for part of the records. It can be seen that a program like this may not work perfectly the first year, as it is necessary for the teacher to develop understanding and respect for such projects on the part of both parents and students.

In the second year, there was an increase in the number of herds tested for butterfat production. Twenty-three herds accounting for 260 cows were tested for the 12-month period and the records for all but three herds were acceptable for inclusion in the annual summary in the fall. The herd average for the year was 297.6 lbs. which was 37.6 lbs. above the average of the first year. For seven of these herds, the tests represented the second year of testing and they averaged 345.9 lbs. The second year showed improvement over the first year both in numbers of boys and cows involved and in the production goals achieved.

The third year found the improvement projects going very well. Twenty-three boys are testing a total of 283 cows. While there was not much growth in terms of numbers over the previous year, all but three boys of the entire group enrolled in vocational agriculture are now testing in the program.

During the early part of this year the boys decided to form an organization to help improve the project as a whole. A constitution and by-laws were formulated, and the organization adopted the name of The Williamston Junior Dairy-Herd Improvement Association. The organization operates as a subsidiary unit of the local F.F.A. and comes under the jurisdiction of the chapter committee on supervised farming. Committees are appointed and have charge of equipment to be checked out, monthly records, testing schedules, and other similar activities. The organization operates under a board of directors who have duties similar to those in a senior association. It should be noted that this organization is an outgrowth of previous training and experience in testing work on the part of the students.

During the present year, two of the boys are serving as testers in a senior association. These boys, from their work in class and experience in testing their home herds, developed abilities to the extent that the Michigan State College Dairy Extension Service considered them capable of doing the testing.

Major Objectives of Farm Mechanics in Vocational Agricultural School

H. T. PENCE, Teacher
Fresno, California

THERE is no need of trying to persuade anyone of the value of mechanical skills to the farmer. There is a need for teacher, pupil, and public alike to understand what the farm shop is trying to do.

I think we are all tired of having our shops checked off as a place for loafing or making "knickknacks." If the farm shop is not helping young farmers to meet their current problems and to foresee their future need of skills, it is not worthy of a place in the curriculum.

Under a truly farm-conscious leadership, our teaching program has progressed to a point where it has become a vital part of the vocational branch. We have learned that activity designed to keep a boy occupied is not enough; that teaching him to repair and maintain farm equipment is not enough; that teaching him the various skills is not enough; these three, plus an understanding of the economic principles of farm equipment usage, should be our goal.

Another way of stating the objective is to provide a place, equipment, and supervision so that boys during their high-school period may acquire the knowledge and the skills needed for the efficient use of farm tools plus the evaluation of the various mechanics of farm operation. The farm mechanics instructor often broadens the scope of this objective by giving service to the out-of-school farmers in the vicinity who need the shop for repair and maintenance of equipment.

Many of the boys who come into my shop for farm mechanics classes are unskilled in the use of even the simplest tools that a farmer must constantly use: hammer, saw, and square. We try to emphasize *repair* and *upkeep* but find that construction is their major interest. Items most common in the program are hog, poultry, and cattle feeders; trailers, both two and four-wheel for hay; tractor equipment such as disk harrows, spring tooth harrows, plows, cultivators, and

Supervised Practice

C. L. ANGERER

Supervisory Devices to Increase Quality and Quanity of Projects

HERBERT S. HILL, Teacher-Trainer and State Supervisor, Maine

Three devices are being used in Maine to improve the quality of our home project work and to increase the number and size of the home projects carried on by our boys. These are: (1) a Project Certificate of Merit is awarded to individuals who meet certain specified requirements; (2) a Project Certificate of Merit is awarded to schools with a certain percentage of their boys having earned the individual certificates; and (3) a rating scheme classifies the project program of each boy as excellent, above average, average, etc.

The idea of a project certificate for the individual boy was born when a mother expressed the thought that her boy ought to have some tangible recognition for the excellent job he had done in his project program. She wanted something that could be framed and hung on the wall as visible evidence of an outstanding project. It is true her main idea was that the yield or production of the project was the noteworthy feature, but she also recognized that in a brief space of time only a memory would remain and that this too would pass away.

For years we had conducted project contests and had awarded first, second, and third place certificates both on a state-wide basis and on a district basis to the winners in a number of specified enterprises. But the awards were limited; they were competitive; and they provided nothing for the boy who did well but not so well as someone else. Also, they did not take into account such things as good plans, carrying out of plans, etc.

Also, for years we had been considering the idea of supplying project markers which would be given to the boy to display on his project and which he would be allowed to keep so long as his project justified it. It was our thought that by taking the markers away from boys whose projects were proving unsatisfactory for one reason or another, it might influence the boys to improve their projects to the point where they could be allowed to retain the markers. Unfortunately, tho, many of our projects are so located that they would be unseen by the general public and so that incentive would not have much appeal.

As a consequence project markers as a state-wide device to improve our projects have not been used.

When that mother proposed some form of tangible recognition that could be framed and hung on the wall, at first it seemed possible to combine the ideas of a certificate and a project marker. It was felt that the project certificate could be given to the boy when his project was actually underway, but the signing of it would be dependent upon satisfactory time the work became unsatisfactory and the boy could not or would not remedy this condition the certificate could be taken away. Eventually, however, this idea was not adopted.

First Device
Individual Certificate of Merit

This certificate can be earned by a boy thru meeting the following conditions:

1. The project must be of standard size, or larger.
2. There must be a good project plan and this plan must provide for satisfactory farming methods.
3. The methods named in the plan must be carried out unless the teacher has authorized some change.
4. The condition of this project must be satisfactory at all times (this means that the project and the project records will be ready for inspection at any time without advance notice).
5. Project records must be complete and accurate.
6. The boy must be entered as a candidate for the certificate when the Preliminary Statement is made in June.
7. The teacher will select those to be granted the certificate tho the state supervisor will check a few entries in each school.

Teachers were asked to use these certificates as follows:

1. Show them to the boys, explain how they can be earned, and take the names of those who want to earn them.
2. See the parents, explain the plan, and find out if they will promise to cooperate. Emphasize that the boy must plan to use desirable methods, some of which may be new, and that he must follow these plans.

Explain they would rather the boy did not undertake to earn the certificate unless the parents are willing to let him carry out the project plans as made.

3. As the project progresses, watch it carefully to see that the certificate requirements are being met. Use these requirements only as a last resort to get the boy or his parents to do the things that should be done. Eventually, of course, if necessary point out that certain things are not being done, and that unless they are done the certificate cannot be granted.
4. Be careful that a certificate is not granted unless it is actually earned.

Second Device
School Certificate of Merit

This certificate is given to the school when individual project certificates have been earned by a certain percentage of

year we are setting the standard at 40 percent. This means that in a school with 35 boys enrolled at the end of the school year, 14 of these boys must have won individual project certificates during that year if the school is to be awarded the school certificate.

This 40 percent requirement may represent too high or too low a standard. We want it possible for schools to earn these certificates but not without a definite and very real effort on their part. If too many departments are able to earn school certificates in a given year, these certificates will lose much of their value as an incentive for a teacher to try to get one for his school. Should this 40 percent requirement result in too high a percentage of schools earning certificates the 40 percent requirement will be raised. On the other hand, it is doubtful that the 40 percent requirement will be lowered.

At present we have not had enough experience to be able to say how many schools should be permitted to earn school certificates. Our present thought is that if even 100 percent of the departments earn school certificates when the requirement has been raised from 40 percent or 60 percent (or even higher) it will be all right. This statement is not in opposition to the one in the preceding paragraph which says it would be a mistake to have too many departments earning a school certificate in any one year, for we feel that there cannot be too many departments earning school certificates, providing the requirements for earning them are sufficiently high. It would be a real achievement if every department could have at least 60 percent of its boys conduct projects meeting the standards laid down for an individual project certificate.

The individual project certificate is signed by the agricultural teacher and by the state supervisor of agricultural education, and the School Certificate of Merit is signed by the state supervisor of agricultural education, the state director of vocational education, and the state commissioner of education.

Third Device
Rating of Individual Boy's Project Program

For years we have classified in our report on supervised farm practice each boy's project (or projects) according to the following key letters:

Table I

A for a standard size project
B for ¾ standard size
C for ½ standard size
D for ¼ standard size
E for two times standard size
F for four times standard size

Then in the summary report on supervised farm practice we have had given the number of A projects, B projects, etc. For example, last year in one school there were 30 boys with 57 projects classified as

Somehow, this classification did not seem to be enough, or even fair, because it did not emphasize the number of *boys* with A projects (which is the least we should expect from a boy) nor did it disclose those boys who had the equivalent of an A size project by having two or more smaller projects.

Also, each year we have prepared a state-wide report on projects, so that a teacher whose identity is concealed by the use of a key number can compare his record with that of others. In this report a boy with two or more A projects has offset one or more boys with nothing but B, C, or D projects. Thus in one school of 20 boys, all 20 might have one A project each, while in another school of 20 boys, 10 boys might have two A projects each, while the other 10 might have only B, C, and D projects. In our report the second school would appear to be doing the better job while actually the first school has the better record.

On top of this, our state-wide report listing B, C, and D projects did not disclose that many of these smaller projects were being carried on by boys who had, in addition, one or more A, E, or F projects.

Under our conditions, while we would like every project to be standard size or larger, we find it desirable to accept and even encourage smaller projects. Seventy-five percent of our enrollment is in Aroostook County where potatoes is the chief crop. It is not easy for boys in that county to have standard size projects in enterprises other than potatoes. This is also true for boys on small farms elsewhere.

Even when possible to have a boy carry on a standard size project, sometimes it is desirable for him to have two smaller projects to encourage establishment of desirable practices, diversification, etc.

So, for all of the above named reasons we have devised a rating scheme to rate each boy's project record on the basis of both number and size. Instead of reporting the number of A projects, B projects, etc., we now report the number of A *boys*, B *boys*, etc.

We determine the project rating of each by means of the following table:

Table II

A (excellent) for at least two standard size projects, with minimum total value of 3.
B (above average) for at least two projects with a total value of at least 2; or for one F size project.
C (average) for at least one standard size project, (or equivalent), with total value of at least 1.
D (below average) for a total value of ¾.
E (poor) for a total value of ½.
F (very poor) for a total value of under ½.

We determine the total value as follows:

a. We give projects a value of 4 if it is four times standard size; a value of 2 if two times standard size; a value of 1, if standard size; a value of ¾, or ½, or ¼ when projects are ¾, ½ or ¼ of standard size respectively.

b. In the case of an egg-laying project, or a dairy project running for more than six months in a school year (from opening of school to opening of school) or for a sow and litter project with two litters of pigs, we credit as one project, but figure values at 1½ or 2 times regular values for nine months and 12 months respectively.

Projects started within one month from the opening of the school year will be considered as having started when school opened. Thus, if a boy starts a 50-hen egg-laying project within one month after school opens and carries it on to the opening of school the following year he gets a rating value of 2. (It would be worth 1 as a standard size project, but 2 because it was carried on for 12 months.)

Earlier we cited a school with 30 boys having 14 F projects; 4 E projects; 23 A projects; 11 C projects; and 5 D projects.

Using the rating table just described these 30 boys are classified as follows: 10 A (excellent)=33⅓ percent; 8 B (above average)=26⅔ percent; 12 C (average)=40 percent. Compare these figures with those in some other schools: (22.2 percent B; 66.2 percent C; 11.1 percent D) (76 percent C; 8 percent E; 16 percent F) (95 percent C, 5 percent E).

We are confident that this rating scheme will increase both the number and the size of our projects. We expect there will be very few boys, if any, who earn a rating of less than D, and we also expect to see the number of boys with A and B ratings steadily increase.

In Table III Jones is rated A because he has two standard size projects with a total value of 3; Smith is rated E for a total value of ½; Foster is rated B because the total value is only 2 (and not 3), altho he has two standard size projects, Ellis is rated C because his two projects are equivalent to one standard size project; and Bell is rated B because his one project is four times standard size.

In making our state-wide report on projects, we intend to use the following plan for enabling teachers to see how they stand in relation to other teachers:

1. We will determine the percentage of boys in school at the end of the year with projects.
2. We will determine the percentage of boys with an A rating, the percentage of boys with B rating, etc.
3. We will figure A ratings worth 4, B ratings worth 3, C ratings worth 2, D ratings worth 1, E ratings worth 0, F ratings worth −2, and we will multiply these figures by each percentage as found in the second step. Thus, if 20 percent of the boys had an A rating, 4 will be multiplied by this 20 percent, giving a value of .8.
4. The total of the values found in the third step will be divided by 4 to see what percentage of the possible score was attained (4 is the highest possible score).
5. The sum of the percentages as found in the first and fourth steps will give the standing of the school (200 will be the highest possible score).

In the illustrations of ratings given just prior to Table III, the first school had 33⅓ percent A, 26⅔ percent B, and 40 percent C. Following the rule given in the third step we have 33⅓ percent of 4, or 1.33; 26⅔ percent of 3 or .8; and 40 percent of 2 or .8. The sum of 1.33, .8, and .8 is 2.93. This divided by 4 gives 73.3 percent. In the case of this particular school 100 percent of the boys had projects, so the total score for that school is 173.3 out of the possible 200.

In the third illustration given, (76 percent C, 8 percent E, 16 percent F). 76 percent of 2=1.52; 16 percent of −2=-.32. The sum of these two equals 1.20. This divided by 4 gives 30 percent. As this particular school had only 61 percent of its boys carrying projects its total score is 91.

Table III—Supervised Farm Practice Report

		Value	Total	Rating
Jones	2 A Corn	2	3	A
	200 Chicks	1		
Smith	½ A Corn	½	½	E
Foster	1 A Corn	1	2	B
	200 Chicks	1		
Ellis	100 Chicks	½	1	C
	½ A Corn	½		
Bell				

The Farm Watch Dog Again

HOWARD FOX, Teacher
Boysburg, Pennsylvania

I WOULD like to pass along an opinion on the annotation signed R.E.B. on the editorial page of the September issue of "Agricultural Education."

Having been an F.F.A. adviser for 13 years, we found in the early years that the Farm Watch Dog was quite a joke. If a member had the slightest handicap, especially mentally, he was slated for Watch Dog and duly elected. This certainly was not as it should be, so quite some years ago we changed the name to "Custodian." It is the custodian's duty to care for the door, have all paraphernalia out for the meeting and put it away after the meeting, and assist in any way he can to keep the meeting running smoothly. The office now assumes the respect which it should have. The boy chosen to fill the office should be polite, courteous, trustworthy, and reliable. However, there is still one obstacle. In the initation ceremony in the F.F.A. manual, the term Watch Dog is used and then in our

Farmer Classes

E. R. ALEXANDER — W. H. MARTIN

Activities of and Suggestions for Teachers of Out-of-School Groups of Farmers

ROY A. OLNEY, Teacher Education,
Cornell University, Ithaca, New York

Roy A. Olney

THE teacher of Food Production War Training Courses should continually consult and obtain help and advice from the local teacher of agriculture. The teacher is much concerned that you do a good teaching job so that the farmers will obtain the greatest help possible from the course which you teach.

Continually keep in mind, and work toward the results you should obtain in the course. One measure of results is the number of improved or changed practices that farmers actually do on their home farms.

I. *The situation that you will face as the teacher*
- A. Some individual or group of individuals has canvassed the local area and has promoted and publicized the course you will teach.
- B. The group of people which will assemble may be made up of the following types of out-of-school individuals:
  1. Mature adults with many years of experience in the particular enterprise.
  2. Young farmers with only a few years of experience in the enterprise.
  3. Both mature and young farmers with little or no experience, but who plan to start the enterprise.
  4. Possibly a few women.
- C. Characteristics of individuals to be found in the group attending:
  1. Friends and neighbors.
  2. Members who are sincere and possess sound judgment on problems based upon experience and practice.
  3. A willing talker without much of value to contribute to the discussion.
- D. Some reasons why these people desire to attend this series of meetings:
  1. Want to improve their methods and practices for handling the enterprise being taught.
     a. To make more money.
     b. To help in the war effort by helping to attain the food goals.
  2. For social reasons or curiosity's sake.

II. *Your qualifications for teaching the* or no experience in teaching groups of farmers (See parts IV and V):
1. You have a background of valuable experience.
2. You have been chosen and are acceptable to the group as a leader in your field of work.
3. Your experience is wider and, on the whole, you are using more improved and better practices than most members of the group.
4. You have a willingness to share your experience with the class members so that all may plan to improve their own conditions.
5. You have an open mind and are willing to permit and encourage free and frank discussions on the problems raised by members of the class, even tho you do not fully agree or approve of the ideas advanced. New ideas or better practices may evolve from such a free discussion.
6. You can organize your own experience around the topic or job to be discussed in each class meeting.

III. *Having something to teach and believing in it*
- A. After having accepted the job to teach the course or a few meetings, you then have the responsibility of entering upon the work in an energetic and business-like manner. An insurance agent thinks thru and plans his approach and techniques in selling skeptical clients some policy. In a similar manner, the teacher should plan for getting his work over to a group which is favorable to what is to be offered in the course.
- B. Some sources of help in deciding what to teach are:
  1. Problems and difficulties which you are aware of that farmers are facing in conducting the farm enterprise which is to be the basis of the course.
  2. Outlines prepared by others with suggested problems and helps.
  3. Books, bulletins, and other printed materials.
- C. Work out and have in writing tentative plans for the content of the course previous to the first meeting, either by you, the teacher of agriculture, a committee of members that will be in the group, or by a combination of
- D. Such plans should be placed before the assembled group for their study and information, so that changes, omissions, or additions may be made by the members to meet the needs of the group. Remember always that the purpose of the course is that of studying and seeking tentative solutions to the problems and difficulties of the persons enrolled.
- E. Endeavor in your planning to confine the teaching during each and every class session to one major topic or problem (poultry sanitation, breeding-up the herd, etc.,). Treat in detail—reach tentative solutions or conclusions that will result in action by members of the group to put some of them into practice or use at home. Do not rush thru the teaching. Many of the small points may seem unimportant to you, but for some of the members they may prove to be very essential to their improvement of the job being taught. The proper treatment of certain jobs may require more than one class meeting.

IV. *Suggested teaching procedure for a class meeting*
- A. Conducting the class session:
  1. Begin each class meeting on the time agreed upon by the group. Class members will form the habit of being on time if they are aware of the fact that you start each class meeting at the designated hour.
  2. Review briefly the conclusions reached and agreed upon for the topic discussed at the previous meeting. If possible, do this by handing out mimeographed or duplicated copies (one or two pages). Read these over with the group and give a copy to each individual. (See parts 5 and 6 below.)
  3. Announce the topic or problem for the discussion of the present meeting. State the problem in the form of a question so as to start the members thinking about it. Make appropriate introductory remarks, present any facts, figures, charts, sample materials, reading materials available, etc., to create further interest that will result in questions or contributions from members of the group. Often you may not be able to complete your introductory remarks before members start to participate. Start the discussion whenever a member desires to enter into it. You can always return to your prepared material when discussion starts to lag.
  4. Hold to the main points de-

it may be well to list the main points on the blackboard at the beginning of the meeting.
   (a) It may be necessary to hold down tactfully some members from talking too much.
   (b) You may have to ask certain reserved members to state their experience.
   (c) Give everybody a chance to talk, either by asking a question or by contributing his experience.
   (d) When the main points have been well covered, stop at this point. Do not start a new problem unless you have sufficient time to make a good start on it within the allotted class time.
  5. During the discussion period, get the main points contributed by members on the blackboard and obtain the approval of the group on one or two ways that could be used by members for improving each problem or practice suggested.
  6. These problems or practices should be copied by a secretary appointed by the group; they will be the conclusions to be reviewed at the beginning of the next meeting. (See 2 above).
  7. Just before closing the class session, announce the time of the next meeting and the problem to be discussed. Without giving any answers, ask the members of the group their difficulties and what they would like to have discussed about the problem announced for the next meeting. This will give the teacher advanced notice on what they are interested in. He can work these questions into his next plan for teaching and also have time to seek out or obtain the information desired.
  8. Close the class on the hour agreed upon by the group or a little before that time. A two-hour session well planned will accomplish much.
     (a) Unfinished business can be carried over until the next meeting.
     (b) Farmers have a day's work planned for the next day.
     (c) Certain members will want to visit with other members.
     (d) Some will have individual problems or points to discuss with you.
     (e) Others will want to look over more closely any exhibits, illustrative materials, or equipment that may have been brought into the meeting.
- B. What you should get the group members to do:
  1. Class members should do most of the talking
     (a) By asking questions on the topic under discussion.
     (b) By relating experiences or results they have obtained that will contribute something to the problem being discussed.
     tative conclusions for individual members to put into practice.
  2. You, as the teacher, should—
     (a) Guide the discussion along the proper channels.
     (b) Get members to contribute.
     (c) Tactfully curtail the over-ambitious member.
     (d) Harmonize varying points of view.
     (e) Present data and facts that will assist members to reach sound conclusions.
     (f) Continually encourage members to try new methods and practices reached during the discussion period and the course.

V. *Preparation for you to make for each class meeting* The regular teacher of agriculture can be of assistance to you in getting ready for the class meeting.
- A. Go over, condense, summarize, and have ready for distribution, the conclusions reached on the problem discussed at the last meeting. (See IV, A, parts 5 and 6.)
- B. Give consideration to the prob-

Co-operative Marketing Program Developed Thru Adult Classes

L. V. HALBROOKS, Area Supervisor, Vocational Agriculture,
College Station, Texas

THE watermelon crop in Grimes County, Texas, has become a cash crop for farmers who have organized themselves into a co-operative marketing association. The adult education program thru evening schools has laid a foundation to a better understanding of the need for organization work.

The submarginal sand hills in the vicinity of Navasota which have been abandoned to the growing of cotton and other field crops made a gross cash return of $150 to $200 per acre planted to watermelons during the 1943 season.

No Marketing Program

Several attempts were made in the past years for a farmers' co-operative marketing association, but because of misunderstandings and various difficulties none operated. Under the ordinary marketing system used in marketing melons in the past years very little profit, if any, was made from the melon crop. Formerly, the growers had been selling their melons to truckers who had come to bargain and to disturb the growers about lower prices offered by their neighbors or another melon-growing district. The Navasota melon season opens after the season of the South Texas District. By the time Navasota melons are ready for market, prices have dropped considerably, mostly because of the last-of-season's melons from other districts which are usually inferior to earlier melons. The buyers try their best to open a new market at the same price the market closed in another district. As the different markets open northward and eastward the tendency is to open at a lower price. The use of the bargaining system and the belief of the grower that he might not find a market at all for his melons before they deteriorate are the reasons why the grower would sell his melons at the buyer's own price.

Co-operative Formed

After the 1941 season a few of the melon growers and the vocational agriculture teacher discussed the possibilities of organizing a melon marketing association. A farmers' meeting was called by the former vocational agriculture teacher, Jack Cely, at the Whitehall Rural School to discuss a co-operative marketing association. At this meeting it was agreed among growers to organize the association, and officers and directors were elected. A committee was appointed to draw up the Constitution and By-laws. During the organization of the association, vocational teacher Jack Cely was succeeded by H. O. Henderson who continued the efforts in completing the organization.

Membership in the association was one dollar per member and 10 cents for each acre grown in melons. With war conditions as they were no one knew just what to expect in marketing melons. It looked doubtful at first as to whether the trucks would move the crop as they had done in past years, and there was a possibility of having a limited amount of rail shipping.

The association agreed to open a market lot in Navasota with a sales agent to market the melons at association prices. If trucks were not available to move the crop they would resort to rail shipment.

All melon growers were solicited to join the association in order to advertise the new market and make preparation for handling the crop. When the season opened in June, 1942, the association had 34 members with 490 acres in Blue Watson, Black Diamond, and Cletex melons. In 1943 the association had 45 members with an average of 10 acres per member or approximately 450 acres.

Successful Association

All sales of melons are made thru the association, which reserves 10 percent of the gross sales to pay expenses of the association in operating the market. A part of the funds was used to pay a Federal inspector employed by the association for inspecting and grading all melons shipped by rail. The unused portion of the sales fee was refunded to the growers at the close of the season.

The total shipments for 1942 season were equivalent to 120 cars with a gross receipt of $28,700. The 1943 season shipments were equivalent to 130 cars with a gross return of $67,500. Thus, the 1943 crop was 10 cars more than 1942 and was produced on less acreage, but gave nearly $40,000 more in gross receipts.

After the season the directors declared a five percent refund on all melons sold, reserving a bank balance sufficient to start operation next season. New directors and officers are elected at the annual meeting of all growers in August at the

Farm Mechanics

L. B. POLLOM

What Are the Major Long-Time Objectives of Farm Mechanics in Vocational Agriculture Schools?

THOMAS G. DRAUGHN, Teacher,
Beat Four School, Mississippi

THE first objective of a long-time farm mechanics program in a rural vocational agriculture school should be to teach present and prospective farmers the fundamentals of farm mechanics.

The teaching of the fundamentals of farm mechanics is easier to approach with the prospective farmer group—the all-day boys. The program of instruction for this group has included farm shop experiences for many years. Since the state vocational board has placed war production training equipment in vocational agriculture departments, the farm mechanics part of the all-day or in-school group has been expanded, or intensified in many cases.

Teaching the fundamentals of farm mechanics to the present farmers has been, up to last year, indefinite and not well planned. With the addition of Course V (Repair, Operation, and Construction of Farm Machinery and Equipment) to the War Production Training Program, the vocational agriculture schools were placed in position to teach farm mechanics to the present farmers.

This is an opportunity. It cannot, however, be depended upon as a permanent agency or method of reaching our objective. It does give the vocational agriculture instructors the best and greatest tool ever placed in the hands of a group of teachers.

Before the War

In prewar days farmers in my community would leave plows in the weather all winter and the next season buy new ones. The war has taken new ones off the market and has taken the repair men off to war or defense work. Now a farmer must be his own mechanic. The vocational agriculture schools have an opportunity to teach him.

The farmers in my community are eager to have their farm machinery repaired. When approached about enrolling in a war production training class, they were interested but felt that the instructor would have to do the work. The policy was established by the instructor that no job would be done unless the farmer was present and did all the work he could toward repairing the machinery. The instructor would assist by demonstrating and helping with parts requiring skills the farmer did not have. By this method farmer students learned to do more and more skilled operations. By the close of the shop program, July, 1943, 90 percent of farmers in the school district had taken part in the classes and had made repairs on their own equipment.

Postwar Program

The long-time aspect of our objective is that when there is no longer a War Production Training Program to carry on the farm mechanics training of farmers, will the farmers have enough training so that the regular agriculture teacher can meet the needs thru an evening class program in the school? This, too, can be illustrated by experience with farmers at my school since the close of war production farm machinery repair classes in July, 1943. There has been a continuing need for farm machinery repairing but no war production training classes were in operation. So one or more days a week are set as days when shop and shop tools may be used by farmers. On a Monday in September of this year 10 farmers came to the shop and did the following work on four different wagons: made and put in one wagon tongue, completely filled two wagon wheels, welded one of the tires, repaired a truck wagon and built a 50-bushel capacity body for it, and ground an ax. These farmers brought their materials, and all the agriculture teacher did was give some pointers on filling one wheel and assisted in welding the tire. To keep from taking too much of the teacher's time, a responsible farmer who comes to the shop can be given custody of shop and equipment for the day, and the teacher can go on with other duties when a group needs to use the shop.

If thoro war production training is given now in the fundamentals of farm mechanics, the farmers will be able to help one another, and with the aid of the regular agriculture teacher be able to maintain their farm machinery and equipment thru a long-time program of evening classes after the war is over, and the victory is won.

Expanding Our Present Farm Mechanics Program

PHILIP H. KARICKHOFF, Teacher
West Virginia

WE CAN not intelligently expand our present farm mechanics program until we pause and take an inventory of our present stock. This inventory will reveal the following facts:

1. Thousands of good broken machines have been sold to the junk dealer.
2. One-half of the present machinery, now in use, does not receive the proper lubrication and adjustment.
3. Farmers are still discarding broken machinery that can be repaired, at a very low cost, for further use.
4. A lot of good machinery is allowed to stand out all year in the weather.
5. We are no longer able to replace the machinery that the inexperienced farm hand needlessly broke last summer.
6. About one-tenth of the needed home repair shops have been provided.
7. The blacksmith at the crossroads is no longer able to do the job.
8. Most of the skilled or semi-skilled farm mechanics are now in the armed forces, coal mines, or defense plants.
9. Very few of the men and young boys now on the farm have had enough experience to repair that mowing machine, hay rake, or tractor that worked double time last summer.
10. The farmer and his son can repair this machinery if we provide the proper instruction, supervision, and help.

Programs Needed

These facts give us a mental picture of faced this year. We all agree that proper instruction and supervision will accomplish the most toward solving these problems. The question is how to get this needed instruction and supervision to each farm. The solution is:

1. Establish more courses for farmers in the repair, operation, and construction of farm machinery.
2. Expand our day-school program.
3. Establish more home farm repair shops.

Courses conducted in repair, operation given in some of these courses would the past year have shown good results, but they have not reached enough farmers or farm machinery.

Our day-school training program in farm mechanics should be expanded to the extent that it will give general training in the needed farm repair jobs. By this statement we mean that all of our shop time can not be spent on small woodworking jobs.

The time spent in shop work the first year should be devoted to general training in selecting tools, woodworking, farm electricity, hot and cold metal working, welding, soldering, lathe operation, painting, harness repair, repair of machinery, trucks, tractors, and small tools, and the construction of farm-labor-saving devices.

During the second, third, and fourth year of shop work the student should be led into more advanced phases of the above courses, putting more emphasis on the needs of the particular community. Most of the jobs performed in the shop should come from the boys' home farming programs. Such jobs will keep the boy interested and speed up the learning process.

Food will win the war and write the

Editorial Comment

(Continued from page 143)

economic matters will require a similar treatment since much of the present learning will be utilized after the war.

There is another angle to this which is even more important from the educational viewpoint. These young men, from 16 to 18 years old, may have their schooling interrupted before graduation. After a gap of two years or more, they may come back to us as mature men but some of them will retain their present aspirations. Let us face the fact now and prepare to help them. They will not fit well in a group of new 16- to 18-year-old boys.

Whether these boys have been in the Army, in industry or in full-time farming, they will need and should receive further instruction. For some, this will be on a part-time or evening basis, especially if they care to remain on the farm instead of returning to school. We will still have the responsibility of assisting them to become established in farming.

Others will feel that their formal schooling should be continued and the articulation will be difficult. We must be prepared to assist them in the transition. Most of them will not wish to enter classes with younger pupils and take the time indicated by their absence from school. They will be more mature than their years and some will be very impatient. We should study the individual cases as they leave us and try to estimate just what we should be prepared to do for them when they will need our guidance later. If they now consider us their friends, they will turn to us for counsel when they return, thinking that we understand them.

School Credits

On the side of school credits, we should be willing to give full faith and credit for such of the interim experiences as may have any educational value. Many of the Army and Navy training courses which we have observed will deserve such recognition, even for college entrance. At least, they may be accepted as equivalents toward graduation and a plan to that end is desirable.

Some of those who return will be of the proper calibre for teacher-training and, in the meantime, we will have had three or more college years with no trainees. If these men have not previously been graduated from the secondary school, the first problem is to bridge the gap and help them secure certification. This problem lies with the high school but must have sympathetic treatment on all sides. To those who have actually graduated, we must give reasonable encouragement towards further education.

Some Handicapped

The handicapped man may have the type of disability which requires him to change from one phase of agriculture to another, as from dairy farming to floriculture. We will have the responsibility for guidance and instruction which will require patience as well as wisdom. Some types of disability will require the man to change to outdoor work while another should change to the professional or research side of agriculture.

Some of the men from the armed forces will soon begin to return. Some will be

Determining Skills in Farm Shop for Day Classes

J. J. BATES, Teacher,
Gatesville, Texas

WHY should we teach farm shop? Training in farm shop skills has for its purpose the development of the boy's ability in the doing of jobs that are likely to be used on the farm. This practice, of course, includes household conveniences and gadgets improvised for emergency operations on the farm.

The skills should be closely related to the enterprise carried out in the supervised practice program. The jobs taught should be a definite part of the program.

To illustrate: a self-feeder should be constructed to feed an animal; watering devices to water the animal with a view of saving labor. Objectives clearly defined will accelerate interest in the job and incite a desire to do the job well. With the student's attitude thus established, supervision of farm shop work becomes relatively simple.

Briefly, we may consider several factors in determining skills to be taught in farm shop: First ask yourself: Has the job any *educational* value? Does it develop the thinking of the student? Will the learning of the skill provoke interest in the established farm enterprise?

Will the doing of this job increase the earning power of the student? What is its *pecuniary value?*

Does the job involve a development of pride? Will the boy enjoy the doing of the job? Does it create *self-satisfaction?*

Has it any *aesthetic value?* Will the student see and develop a proper sense of proportion, symmetry, and beauty of the finished product?

Can the *artistic* be properly associated with utility and skill, which, after all, are our objectives?

Activities for Teachers

(Continued from page 151)

lem to be discussed at the next meeting.

1. Prepare introductory questions and remarks that will create interest in the problem.
2. Get necessary equipment, illustrative materials, references, etc., ready and available for use.
3. Note down the main points (three or four) that should be introduced for discussion at the meeting.
4. Consider the members of the group, making note of those who can contribute based on their experience and practice.
5. Write down two or three questions under each main point that will serve as a help in getting the discussion started on each.

C. In addition to regular discussion periods, field trips and demonstrations may well play an important part and a better way of teaching what you desire to accomplish. They should be carefully planned in advance so as to have everything ready and available for use. Provide as much time in spite of present plans to avoid it. These factors, in addition to the probable demand for food for foreign countries, will be matters to be watched with care. We must prepare our plans for dealing with any of these factors both in school and with young men out of school.

In this article, we have only hinted at the matters concerning which we should be making our plans while we are still busy finding our way along the wartime trail. A considerable number of our present teachers of agriculture participated in the service for returned soldiers in the period beginning in 1919. It has been suggested that a committee of our teachers should take the lead in studying these problems and in presenting recommendations.—*Massachusetts News Letter.*

these teaching methods as it is possible to do.

D. Prepare demonstrations and exhibits of materials.
   1. Plan to hold at least one demonstration during every discussion period. Collect the necessary materials and perform the demonstration prior to the class session, making sure it works correctly.
   2. Always have materials under discussion on exhibit; i. e., when discussing grass silage, have samples on hand. Nothing helps more in good teaching than enabling the learner to see, touch, and handle the material under discussion.

VI. *The results and how measured for the course taught*

A. Certain tangible results can be recorded for individual members of the group. They will be in the form of:
   1. A change of an old practice by some slight modification of practice or an improvement on the present method of doing some particular job in the enterprise. For example: introducing a new grain into the old dairy feed ration; adopting and making a new type feeder;

Studies and Investigations

C. S. ANDERSON

Occupational Status of Former Students of Vocational Agriculture in Virginia

OLIVE A. SALEM, Research Assistant,
Virginia Polytechnic Institute

Olive A. Salem

THE success of vocational agricultural education in achieving its ultimate goal of teaching present and future farmers greater efficiency in agriculture is directly related to the number of ex-agriculture students who in actual farming operations are applying the better principles learned in vocational classes.

When we know what the ex-agricultural students are actually doing we will be in a position to present tangible evidence of the justification of the vocational agricultural program, as well as to plan a program for the future.

The status of ex-agricultural students is changing yearly. In order to have a recent picture of the situation a study of former students must be made frequently. This study is the third one made in Virginia, each having been made at approximately a five-year interval. Kline[1] studied the occupational status of former students in 1932. Richard and Wakeman[2] based their study on occupational status of former students in 1937. The present study, made by W. H. McCann[3], a graduate student in Agricultural Education, is of occupations on January 1, 1942.

Objectives of Study

The author made the study in an attempt to determine: (1) the type of occupation selected by former students of vocational agriculture, (2) the farming status of those former students of vocational agriculture who chose farming, (3) the factors affecting the selection of an occupation, and (4) the trends and significance of the occupational selection of former students.

Sources of Data

The basic information relative to the occupational status of ex-agriculture students was obtained from three sources. The *Summary of the Occupational Record of Vocational Agriculture Students by Years* as reported on U. S. Office of Education Form 8-759 was obtained for 156 of the 258 white departments of vocational agriculture. These summaries reported the records of 12,418 former students. Similar reports were obtained for 32 schools for Negroes. Individual records as reported on U. S. Office of Education

formation was not available for all of the 781 individuals; therefore, fewer than 781 boys were reported for some of the factors studied.

Other data secured from county and school statistics included: age of agriculture department, percentage of high-school boys taking agriculture, total number of boys in high school, tenure of agriculture teacher, percentage of farms in county mortgaged, percentage of men in county in agricultural occupations, and distance of agricultural departments from cities with a population of 10,000 or more. These data were used to correlate with the occupational data. Hollerith punched card equipment was used to facilitate the statistical procedure.

War influences had begun to be felt by January, 1942. For this reason many of the ex-students, who during peacetime might have been in farming, were in the armed forces of the Nation or were engaged in industrialized war industry. The results of this study should be interpreted with these abnormal conditions in mind. The author attempted to measure this influence by securing information concerning the number of men in the Army or Navy from one of the four districts of the state. With this as a basis he estimated for the state the approximate number in the armed forces.

Of the 12,418 white ex-students of vocational agriculture reported on, 28 percent were engaged in farming. To this group were added those who were in occupations related to farming or were attending agricultural colleges. The group then included 35 percent of all the boys who had taken agriculture in high school. Fifty-four percent were in occupations not related to farming, including the men in the Army, the Navy, or the Marine Corps.

Negro schools had a slightly higher percentage of their ex-students in farming. Of the 1838 negro ex-students, 37 percent were in farming; and 45 percent were in farming, related occupations, or agricultural colleges.

Of the 3,494 white ex-students who were employed in agriculture in 1942, 360 had become owner-operators of farms; 759 were partners either in the home farm business or away from home; and 726 continued the practice established during high-school supervision that is, they were at home with income from one or more enterprises. Very few (273) were working as farm wage hands and only 46 were employed as farm managers. The least desirable business arrangement, at home with definite or indefinite allow-

1. Kline, J. M., Jr. A Study of the Effectiveness of Vocational Agriculture in Virginia. Master's thesis, Department of Vocational Education, Virginia Polytechnic Institute. 1942.
2. Richard, C. E. and Wakeman, T. J. Occupational Status of Former Students of Vocational Agriculture. Master's thesis, Department of Vocational Education, Virginia Polytechnic Institute. 1940.
3. McCann, W. H. A Study of the Occupational Status of Former Students of Vocational Agriculture in Virginia. Master's thesis, Department of Vocational Education, Virginia Polytechnic Institute. 1942.

Table 1.—Occupational Status of Ex-Agricultural Students in Virginia, January 1, 1943

	In farming		In farming, related occupations, or agri. colleges		In occupations not related to farming[1]		Other[2]		Total
	No.	%	No.	%	No.	%	No.	%	
White	3,494	28	4,394	35	6,704	54	1,320	11	12,418
Negro	688	37	819	45	814	44	205	11	1,838

[1] Includes men in the armed forces.
[2] Includes ex-students in non-agricultural colleges, deceased or unaccounted for.

Table 2.—Farming Status of Ex-Students of Vocational Agriculture in Virginia, January 1, 1942

	At home with an allowance	Farm laborer	Income from enterprises	Partner	Renter	Owner	Manager	Other	Total
White									
No.	680	273	726	759	200	360	56	440	3,494
%	19	8	21	22	6	10	2	12	100
Colored									
No.	118	144	150	126	28	26	17	79	688
%	17	21	22	18	4	4	2	12	100

ance, claimed 680 or almost one-fifth of these farm boys.

This was the general picture of occupational and farming status of former students of vocational agriculture in Virginia on January 1, 1942. The next problem was to try to find out why some boys remained in farming and others chose non-agricultural occupations.

Factors Associated With Choice of Farming

The factors that seemed to be associated with the choice of farming as an occupation were: about 70 percent of the high-school boys enrolled in agriculture; long average tenure of agriculture teacher; farm tenancy in the county approximately 40 percent; low value of farm land and buildings in the county; less than 20 percent of the farms in the county mortgaged; recency of high-school attendance; high number of enterprises taken per year while in high school; medium to large size home farm; father a farm owner or renter; and livestock type of home farm.

School officials and teachers in planning the work of a department of agriculture or in deciding on the location for establishing new departments might benefit by a study of these findings.

Should departments of vocational agriculture be established in urban centers? Twenty-four percent of the boys from high schools less than 20 miles from a city remained in farming; 30 percent of those from more remote high schools remained in farming. The difference is not great but the balance is in favor of the rural high school.

Should all boys in rural high schools be required to take agriculture? There was a positive relationship between percentage of high-school boys taking agriculture and percentage remaining in farming up to the point where all or almost all of the boys were taking agriculture. Evidently if almost all of the boys take agriculture, no attempt is made to select the boys to enroll in agriculture. Many take it because of curricular limitations. In these schools many boys who have no interest in the subject are in the classes and after leaving high school do not choose farming as a life work.

How long should a teacher of agriculture remain in the same community? Schools that had an average teacher tenure of nine years or more had the highest percentage of the ex-students in farming. Changing jobs every few years is not conducive to the best service that a teacher can render to a community. From the school officials' viewpoint, for the best interest of the community everything should be done to keep a good agriculture teacher as a permanent employee.

Selection Important

On what basis should teachers select the boys to enroll in vocational agriculture? The two factors that showed the highest association with percentage of boys remaining in agriculture were size of home farm and number of enterprises taken each year. One group of boys came from very small farms, farms of less than 10 acres. Only five percent of these boys remained in farming and all of them were in the least desirable farming status, at home with an allowance. Contrast these with a group of boys from large farms, farms of 400 or more acres. Seven-

in farming and almost half of the 72 percent were partners, owners or renters. These were the extreme size-of-farm groups. All the size-of-farm groups above 30 acres showed a favorable percentage of boys remaining in farming.

Supervised Practice Important

Only 18 percent of the boys who averaged two and one-half enterprises each year in high school remained in farming compared to 50 percent of the boys who averaged four and one-half enterprises. The fact that the first group took very limited supervised practice programs is likely an indication of several things, lack of interest in agriculture, or little opportunity to carry on supervised practice at home perhaps being the most important. One thing is clear: that the majority of them were not enough interested to make farming a life work. The agriculture teacher should encourage his boys to include as many enterprises as possible in his supervised practice program. An average of four or more enterprises per year while the boy is in high school seems to be a sound way to get him started in farming as a life work. These boys are likely the ones who are really interested in agriculture not only in high school classes but also in adult life.

Factors that were associated with establishing ex-students who went into farming on a more stable basis as partners, renters or owners were: very low percentage of boys in a high school enrolled in agriculture; high percentage of tenancy in county; high percentage of farms in county mortgaged; 6.5 to 8.5 years out of high school; 4.5 or more enterprises per year in high school; four years of vocational agriculture in high school.

These factors might be grouped into two classifications. In what kind of county is farming status of ex-students most likely to become more stable? What kind of high school or high-school program is most likely to help students to become more firmly established in farming? A community in which many of the farms are operated by tenants, and where many of the farms are mortgaged seems to answer the first question. In this type of county opportunities for the ex-student to become a partner, renter or owner seem to be more common than in other counties.

In high schools that had less than 20 percent of the boys enrolled in agriculture 31 percent of the ones who remained in farming were farm owners at the time of this study. All other groups had less than 10 percent farm owners. The boys in these highly selected groups were likely boys who were really interested in farming and who had opportunity at home to become better established in farming.

Boys who had taken four years of vocational agriculture were farther up the occupational ladder than any of the other groups. Sixty percent of the four-year boys compared to 44 of all the others were owners, partners or renters.

Twenty-five percent of the two-year boys were at home with allowances compared to 15 percent of the four-year boys. Eleven percent of the two-year boys were working as farm wage laborers compared to only two percent of the four-year boys. Here again personal interest and opportunity as well as other factors

of years of agriculture taken in high school. However, the weight of evidence indicates that boys who are interested should be given the opportunity and be encouraged to take four years of vocational agriculture in high school.

When the records were sorted according to number of enterprises taken each year, the averages showed that the boys who took broad supervised practice programs were more likely to acquire more stable farming status than boys who took limited programs. Those who took three and one-half or more enterprises each year had 57 percent partners, renters, and owners; boys who had fewer than three and one-half enterprises each year had only 43 percent of their number in the more desirable farming status groups. The difference was not great but it was in favor of a four-year program that included many enterprises each year.

The ex-agriculture students became more firmly established in farming as time out of school increased. This was to be expected, since it takes time to acquire the experience and to accumulate the capital necessary to become a partner, renter or owner of a farm business. There is little that the teacher can do about the passage of time, except keep in touch with his ex-students and give them help and encouragement as they are climbing the agriculture occupations ladder.

Activities for Teachers

(Continued from page 153)

using improved sanitation practices; buying a better grade of stock; etc. These activities on the part of individual members are very important. Endeavor to get each member to make at least one or two changes of practices during or after the course is completed. Get something *done* rather than just talked about. Most of the work in getting changes of practice must be done with each member individually. In addition to the work done during the class sessions, follow-up visits should be made to the farm to encourage and assist the member to get a change practice started that will fit into his present situation. The regular teacher of agriculture can and should take an active part in this phase of the course.

B. Other results obtained cannot be measured and will not be expressed by members. The exchange of ideas and the co-operation between members will have an uplifting influence and provide an urge for each member to better the work which he has already started.

Any teacher who organizes and conducts a series of meetings for an out-of-school group of farmers has a challenging problem to face, an interesting one in which to work and one that can be made to produce satisfying results for the time and effort devoted to it, both for the farmers and for himself.

The substantial prosperity of a country is always in the ratio of its agricultural

Future Farmers of America

A. W. TENNEY

Preparing a F.F.A. Program of Work

T. O. PARKER, Instructor, Temple, Oklahoma

T. O. Parker

TEMPLE is located in the southern part of Oklahoma and is in a general farming area which has as its major enterprises cotton, wheat, dairy, beef cattle, and poultry. The Temple school serves an area of about 200 square miles and we normally have about 100 boys in our F.F.A. To me these boys are above the average in native ability, but to most other people they would just be classed as typical rural American boys. I have been here nine years and it has been a real pleasure to be associated with boys who can and will assume responsibilities and assignments.

Officers Elected in Spring

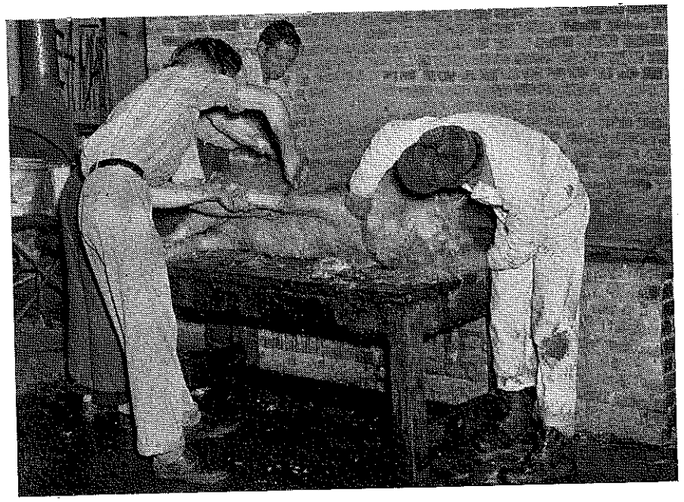
We elect our officers for the new year at the close of the school in May. These officers are to take office in September and with the old officers prepare a skeleton program of work during the summer months. We believe in full member participation and all necessary committees are appointed during the summer months and are ready to function when school begins in the fall. We find that the members work better if the program of work is broken down and its general function carried out by a number of small committees. If an F.F.A. member has served on these committees during his first two or three years of F.F.A., he will be able to handle a committee chairmanship by the time he is a senior. We depend largely upon the junior and senior boys to guide the activities of the F.F.A.

After school starts and the committees start to work I try to meet with each group and help them in making a very detailed program of work for the unit that they are working on. The committee report is then made back to the F.F.A. and it is approved or amended. The same group that has been responsible for making the program of work for a unit is charged with the responsibility of carrying it to completion. At the regular F.F.A. meeting the chairman of each committee reports on the achievements and makes suggestions to the group so that the goals as set forth by his committee will be accomplished.

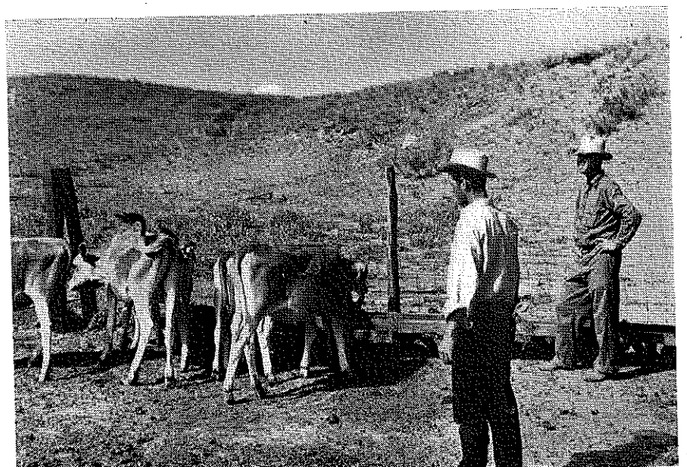
Committees Are Active

Each committee chairman makes a poster showing the goals that are to be reached and blocks the poster off into months, and at any time that a goal is reached he checks it and all members can tell at a glance just how the program of work is progressing in each of its units, such as supervised practice, co-operative activity, and community service.

We are fortunate that our people are very co-operative in helping the F.F.A. Temple is a small town of 1,300 people, but I believe that I can safely say that the people of the town and community follow the F.F.A. activities as well as they do our athletic teams. For the past two years the people of the community have given the F.F.A. members and their parents a banquet and more than 400 have attended these two banquets.



Four F.F.A. members butchering hogs



We have a very modern F.F.A. building, and I think that the boys have become more interested in their work since they have been given this new plant. We have a testing room, classroom, shop and butchering room, storage, office, and bath in our building. Farmers have used the building for farm machinery repair and butchering. The community service committee of the F.F.A. is responsible for giving these services to the farmers.

Operates a Farm

The F.F.A. farm that we operate is

The F.F.A. in Action

S. C. HULSLANDER, Specialist in Agricultural Education (Subject-Matter), Acting National Executive Secretary, Future Farmers of America, U. S. Office of Education, Washington, D. C.

BETWEEN the cover pages of the accomplishment reports and scrapbooks of the Future Farmer chapters entered in the National F.F.A. Chapter Contest is found a complete story of many of the ways in which the F.F.A. is helping to develop rural America. It is a story of a strong determination to meet the many complex farm problems and to succeed in spite of the difficulties which they present. It is a story of a group of rural American youth cutting their niche in this complicated world thru group effort based on fair play and a deep consideration for others. It is a story of a desire to establish a sound rural economy coupled with an equal desire to bring to the country its full measure of opportunities for happy living. It is a story of human plannings, successes, achievements, and reverses. It is a story of individual rights and opportunities within a group who have dedicated themselves to the development of agricultural leadership, co-operation, and citizenship. This is the cross-section picture of the F.F.A. in action.

Oklahoma

Temple Chapter, Oklahoma, was one of the 1942 gold medal winners. Significantly enough, one of their accomplishments, termed "National Offense," undoubtedly denotes the plan on which the chapter operated, resulting in their receipt of this coveted honor. In itself, the plan providing for donations of "Penny for Plane" for each Jap plane destroyed, resulted in $24.36 being sent to the United States Treasurer toward the purchase of a U. S. plane.

Temple doesn't forget, however, even in time of war emergency and confusion that there are other responsibilities for Future Farmers. They have their program organized to cover many different lines of activity. Most of us will remember the old game termed, "They kept the pig in the parlor." Temple boys didn't keep a pig in the parlor but they brought one into a bedroom—the bedroom of Cecil Keeter, confined to his bed by an ailment for nearly a year. Cecil, before his illness, was one of Temple's active F.F.A. members. Interested in swine growing, he had been a consistent showman at the State Junior Livestock Show at Oklahoma City. This year it would be different. Cecil would not be able to fit out and show his pig as he had in the past. The F.F.A. boys at Temple talked it over and decided not to let Cecil bear this disappointment. They purchased a Berkshire pig in Cecil's name, raised, and showed it for him at the Oklahoma show where it sold for $28.40. To Cecil, however, the happiest event of all was when the boys brought his little pig up to his bedroom for his first close-up view.

Kentucky

Kentucky is noted for its horses and fine bluegrass pastures but its fame does not end in horses and pastures, for it has clearly demonstrated that it is capable of producing another gold medal crop—F.F.A. citizens. This past year the boys at the Stamping Ground Chapter were recipients of this award in the National Chapter Contest. Like F.F.A. boys all over these United States, the boys at Stamping Ground are not only interested in the welfare of their own members but are also intent on rendering service whenever and wherever it was needed.

Little Frankie Northcutt, aged nine, an orphan lad, recently placed in the Christian Widows and Orphans Home, Louisville, Kentucky, was born on Christmas Day. Like many other children, Frankie looked forward to December 25, with its double holiday meaning for him. Along with thousands of other children, Frankie wrote his yearly letter to Santa Claus, but in his letter he asked only for clothing. The Stamping Ground boys decided to sponsor one of the orphan boys of the Home. Each member pledged 45 cents per year for his upkeep. The secretary of the Home was contacted, and Frankie was assigned to the boys at Stamping Ground. The boys raised $20.00, sent two packages of clothing to Frankie, along with a collection of toys. Frankie had a happy birthday and a merry Christmas. The F.F.A. boys of Stamping Ground lived up to the motto of the F.F.A.—"Learning to do, doing to learn, earning to live, living to serve."

The Pearl Harbor attack occurred on December 7, 1941, and shortly afterwards the United States declared war against Japan. The F.F.A. boys at Stamping Ground had "jumped the gun," however, and had already directed their attack against the Japs, by helping in the Salvage Campaign, by helping to organize War Production Training Classes, and by selling War Bonds.

West Virginia

tive activity committee. We own a 105-acre farm that we use to run variety tests and a place where all breeding stock owned co-operatively is housed. At present we have eight purebred boars and a four-star Jersey bull which are used by members on their project females. This farm feeds and purchases the livestock that the boys need. Since we bought the farm in 1939, there has not been an assessment for the purchase or feeding of breeding sires. The Temple F.F.A. members co-operate with each other in caring for and feeding of show livestock, and have shown livestock at Dallas, Ft. Worth, Chickasha, and Oklahoma City.

All F.F.A. programs have been under the direction of the vice-president and we have been fortunate in having vice-presidents who have planned their programs well. Personally, I think that the vice-president is the most important officer of the F.F.A. Too often we have considered the vice-president a minor officer, when as a matter of fact he is the most vital because he is the one who makes out the programs. We meet regularly twice each month and rehearse the program before each meeting. We find that it helps the program if there are several guests present.

strictly a rural county. Like many other rural counties of its kind, Jackson possesses people who are intent upon having the best thru the results of their own efforts. For two generations these people have attended the Jackson County Fair. For two generations this fair has been operated and managed by an adult group from this county. Last year a group of F.F.A. boys from the Ripley Chapter undertook the huge task of sponsoring and operating the fair. Folks in Jackson County will tell you that they had a mighty successful fair. The Ripley boys, this past year, united with the other F.F.A. chapters in Jackson and surrounding counties in sponsoring and operating the fair. Four days packed full of educational and entertaining activities were in store for the 14,000 persons who attended. The receipts of $5,200 were used in part to pay the premiums on the 3,000 exhibits and other expenses of the fair. When everything was finished the chapter was in possession of $950 profit for the efforts of its members. This is but one of the interesting activities of Ripley. They have been active in promoting and participating in the defense of their country thru extensive participation in the Salvage Campaign, buying of War Bonds and Stamps, and aid to the defense training classes.

Perhaps it was the challenge of meeting problems and solving them successfully by group action that gave the boys at Ripley the surge forward to capture one of the gold medal places in the 1942 National F.F.A. Chapter Contest.

On the cover page of the program of their first annual banquet, held in March, 1942, is the following: "Our Goal, To change our National Rating from tenth to first." They accomplished their goal.

Pennsylvania

A long-time progressive plan steered into action by group activity under able leadership is the streamlined story of the Toheca, Pennsylvania, Chapter of the Future Farmers of America. Five years ago this chapter was born and in this same year accepted the responsibility of maintaining and caring for a fruit orchard. The second year the boys purchased supplies and equipment co-operatively thru their chapter organization. The third year found the chapter in possession of a 40-acre general farm and the members engaged in co-operative selling of farm produce. In 1941 another 50 acres of land was obtained, and co-operative purchasing of vegetable seed was added to the program. This past year another 60 acres of adjoining farm land was purchased, making a total of 150 acres owned and operated by the chapter. An inventory of their farm business on August 1, 1942, totaling $8,751.50, includes a herd of 17 Bangs- and T.B.-tested Guernsey cows, 14 registered Chester White brood sows and boars, 100 white Leghorn hens, 18 acres of soybeans, 30 acres of corn, 17 acres of oats 18 acres of wheat, seven acres of tomatoes, 25 acres of clover and timothy hay, 13 acres of meadow hay, 20 acres of pasture, one acre of potatoes, one acre of sweet corn, and the machinery and equipment necessary to operate this farm. An agreement with neighboring farms is in effect whereby certain machinery and equipment are used on an exchange rental basis.

All policies concerning the conduct and operation of this co-operatively owned farm business are made by the F.F.A. members of the senior class, and all the work on the farm is shared by each member of the chapter. What of the future of this co-operative project? Their slogan, "Continued growth," and their password, "Progress," summarize the present and future plans of the F.F.A. boys at Toheca.

Louisiana

Co-operation and service are foremost in the accomplishments of the planned objectives of the boys in the Chataignier, Louisiana, Chapter of F.F.A. Their plan to purchase a 2,000-egg incubator in order "To try to make the people raise better poultry" was accomplished by chapter effort. They are at present hatching quality chicks for chapter members and farmers of their community.

In the Chataignier community a few of the people "brought home the bacon" but most of them raised and cured it with salt along with their hams and sausages, right on their farms. This method, the F.F.A. boys noted, preserved the meat very well but resulted in a hard dry product. To improve the quality of meat in the community, the F.F.A. chapter gave demonstrations using an improved method on cutting and curing meats. Eight thousand pounds of bacon, ham, and sausage cured in this manner have convinced the people of Chataignier that "this new way" is the one to be used in the future. A real act of service to this community!

Montana

The Future Farmers of America of the Flathead Chapter, Kalispell, Montana, keep records on their supervised farming enterprises. They are not content, however, to lay the accounts away on the shelf at the end of the year, but study and analyze these records, with a desire for future improvement. They found a need for livestock in Flathead valley. The records showed that the most profit was made in livestock farming and the members saw in this fact, the answer to many of the community's problems. Seventy-five percent of all the projects at Flathead were with livestock. To help establish this needed livestock, the boys have organized revolving projects in swine and sheep. At the present time 28 members are raising purebred swine. The chapter maintains and controls thru the Swine Breeders Association, three herd sires. The chapter also owns 10 head of Columbia sheep in their revolving sheep project. Thus they are carrying out one of the purposes of the National Organization of Future Farmers of America, with which they are affiliated, which is, "To participate in worthy undertakings for the improvement of agriculture."

Oregon

Folks living on the West Coast are fully aware of the dangers of war that lurk off the Pacific Coast and have come to realize that now is the time when all must work together in co-operative effort. This matter of co-operation is not, however, new to the F.F.A. boys of the Albany Chapter up in Albany, Oregon. They have been practicing co-operation operative they have rented 24 acres of land and signed with the Government to grow rye grass, Willamette vetch, and oats. In their Dairy Co-operative 2,600 pounds of calf meal was mixed by the members, 16 calves were purchased, and two bulls from dams of better than 600 pounds production were brought into the community. The Sheep Co-operative made possible the marketing of all wool by co-operative means. Fifty-two head of registered bred ewes were purchased. The Chapter also bought three purebred rams for use in the community. In the Poultry Co-operative 900 chicks were purchased from a high-producing flock, and 525 eggs were sold for hatching purposes.

Nineteen boys obtained loans for project work thru the chapter's Farm Loan Association.

Activities in the Swine Co-operative included the mixing of 3,900 pounds of protein and mineral supplement feeds and the purchase of three purebred boars and a registered gilt.

In the Garden Seed Co-operative, 625 pounds of garden seed were purchased co-operatively. This is the story of success based on group action. In peacetime or in war the F.F.A. at Albany will continue to co-operate.

Farm boys are in action! Of the 245,000 Future Farmers of America over 50,000 are in military service and nearly 200,000 are on the home front engaged in production, conservation, co-operation, service and morale-building activities. Individual action is blended with the action of the group, which in turn recognizes the individual effort and accomplishments. The 7,542 chapters of the F.F.A., participating in a program of action, are making a tremendous contribution to the peace and wartime efforts of America. The contents of this story are taken from the records of the eight gold and silver ranking chapters of the 1942 National Chapter Contest. This material represents a cross-section sampling of the many unwritten activities and accomplishments of the remaining 7,534 chapters who are similarly engaged in carrying out their programs of work.

California Boys Contribute to the War Effort

THE Los Banos High School Future Farmer Chapter in Merced county, California, is justifiably proud of the unusual wartime food-production record of the 14 boys who will make up the entire sophomore group in vocational agriculture this year, for each of these boys owns an average of six dairy animals, and every one has one or more purebred, registered Holsteins.

Only rarely does an entire class in high-school agriculture operate with the unanimity of this group. Every boy comes from a dairy farm. Their first vocational agriculture class held for this group as freshmen in September, 1942, revealed that every one wanted to start a purebred Holstein dairy project, every one planned to become a dairyman, and all expected to have purebreds as a supplemental or major part of their dairy enterprise.

IN November, 1942, boys made their first purchases—seven purebred bull and heifer calves from the F. C. Paxton ranch near LeGrand, California. Shortly afterwards, the group passed an unanimous resolution that every boy own one or more purebred Holsteins by April 1.

Subsequent purchases were made from the Taylaker farm, Visalia; Pollard's at Turlock, Stark's and Quist's at Fresno and the Ahwahnee Sanatarium, Madera county. By May 1, 1943, every boy had at least one purebred, registered Holstein, and the entire group of youngsters had purchased the amazing total of 85 head—14 registered Holstein bulls, 26 registered Holstein heifers and cows, 26 grade Holstein females and 19 females of other dairy breeds. That's more than six per boy!

They're a close-knit group in other ways, too. The 14 boys gathered 27 tons of metal salvage in the fall Salvage Harvest. Twice in January and February, every boy volunteered to work in the winter vegetable crops to meet labor [illegible]. They are starting school this mores, and a sort of "group of destiny," they will make an even more outstanding record in wartime food production.

The Farm Watch Dog Again

(Continued from page 149)

chapter, we have explaining to do as to who this is, why so called, etc. I think that at a national convention, the committee in charge of the national constitution and by-laws would do well to change this name of Farm Watch Dog.

I do not mean to take all the fun away from the F.F.A. and I do not think our boys feel that way, but we could never get the "horse play" to mix with the serious side of the formal F.F.A. inititation. About four or five years ago, one of our members suggested that instead of a lot of practical jokes being played on the initiates, we ask them to do some serious thinking and work during their two weeks "trial" period before being initiated. The idea was adopted and now the boys to be initiated spend their time studying the F.F.A. manual and the proceedings of the national conventions instead of counting the window lights in the school building and other nonsensical jobs. We feel this type of work makes better Future Farmers. The initiation committee then quizzes the initiates before all the members before they are voted upon.

The well-being of a people is like a tree, agriculture is its root, manufacturing and commerce are its branches and its life; if the root is injured the leaves fall, the branches break away, and the tree dies.
—A Chinese Philosopher

Agriculture is the nursing mother of the arts. For, where it succeeds prosperously, there the arts thrive; but where the earth necessarily lies uncultivated, there

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rs—Weir Fetters, San Luis Obispo
rs—Harold O. Wilson, San Luis Obispo
rs—Wesley Smith, San Luis Obispo
rs—H. H. Burlingham, San Luis Obispo
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t—E. W. Garris, Gainesville
it—W. T. Loften, Gainesville
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ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
cs—Alva Tabor, Fort Valley
t—John T. Wheeler, Athens
t—O. C. Aderhold, Athens
sms—A. O. Duncan, Athens
t—R. H. Tolbert, Athens
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s—Harry F. Ainsworth, Indianapolis
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rt—S. S. Cromer, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—I. G. Morrison, Lafayette
it—H. B. Taylor, Lafayette

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s—R. A. Towne, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames

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s—L. B. Pollom, Topeka
t—C. V. Williams, Manhattan
t—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan

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s—E. P. Hilton, Frankfort
t—Carsie Hammonds, Lexington
it—Watson Armstrong, Lexington
it—W. R. Tebb, Lexington
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ds—A. Larriviere, Baton Rouge
ds—T. E. Kirklin, Baton Rouge
t—C. L. Mondart, University
ct—M. J. Clark, Scotlandville
ct—Dallas Matthews, Scotlandville
ct—E. C. Wright, Scotlandville

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s-t—Wallace H. Elliott, Orono

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t—O. L. Snowden, State College
t—E. P. Rawson, State College
t—D. W. Skelton, State College
sms—H. O. West, State College
it—V. P. Winstead, State College
ct—W. A. Flowers, Alcorn
ct—A. D. Fobbs, Alcorn
ct—Robert Ross, Alcorn

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s—J. H. Foard, Jefferson City
ds—Joe Duck, Springfield
t—Sherman Dickinson, Columbia
t—G. J. Dippold, Columbia

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s—A. W. Johnson, Bozeman
s—H. E. Rodeberg, Bozeman

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ds—Juan Robles, Cayey
ds—Andres Ramirez, Mayaguez
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