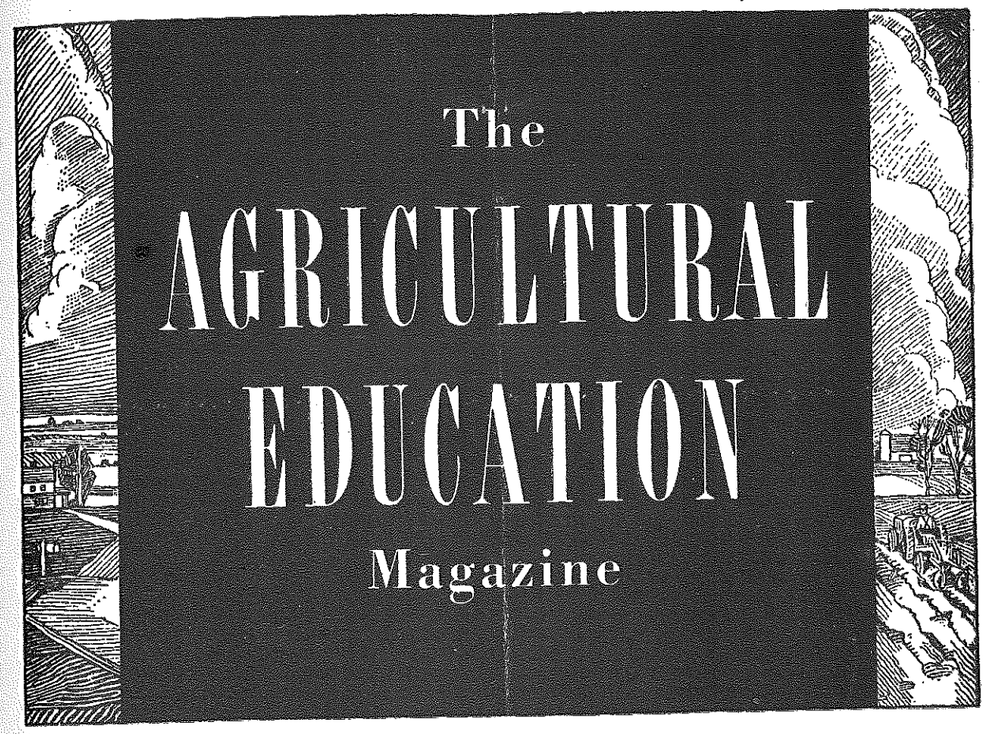
Vol. 17 June, 1945 No. 12



"A merely well-informed man is the most useless bore on God's earth."

—*Alfred North Whitehead*

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 1879, at the post office, Des Moines, Iowa.

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Editorial Comment

Teaching in the Boy's World

G. A. Spidel

THERE are for the high-school boy two worlds, defined and distinct; the world of words and the world of reality. The word-world is constituted of words, printed, written, or spoken. They are as fleeing as sparrows, as unsubstantial as floating dust—until they are pinned down, defined, understood, and related to reality.

The high-school boy finds the world of words a problem. In his earlier consciousness it was peopled with Santa Claus, Mother Goose characters, Snow White and the Seven Dwarfs. It was the vehicle by which fairy stories were first conveyed to him, and in his developing years it has been the agent for the unfolding of one fictional concept after another.

The world of things is the boy's homeland, the residence of reality. It is inhabited by good, solid friends, Mother and Father, dogs, squirrels, colts, and calves. It is authentic. It is to be noted, however, that it is not merely the things of this world of reality that are authentic; but the words that name the things are so embedded in memories of sensory impressions and so richly meaningful that they, too, have become objective.

Much teaching is done from printed material and by lectures which specialize in words as unreal to the boy, and therefore as fictional as the story of Little Red Riding Hood. A practice or principle of agriculture (or anything else) stated in sentences of subjective terms, or tainted with one or more words foreign to the boy's vocabulary remains unconvincing. Perhaps this is why so much teaching of this kind is futile.

Now it cannot be successfully maintained that all teaching must be on the boy's present vocabulary level. It is the responsibility of both the teacher and the pupil to enlarge that vocabulary. But the clothing of new words with meaning is better done by the use of "authentic" words in definition, words that are concrete and deep within the boy's fund of knowledge and experience.

Fortunately there is available to the teacher of agriculture an even more effective teaching method; the use of real specimens as illustrative material. As an experiment try the teaching of the nature and control of the Hessian fly from the printed bulletin. Mark the level of interest and understanding displayed. Then furnish the boys with some crowns of the wheat plant and let them hunt for "flaxseeds." The interest mounts to a new, high level and, what is of more importance, the reality of the wheat crowns and the flaxseeds is seen to have endowed the entire study with reality. The Hessian fly, the flaxseeds, the damage they do to wheat, and the method of control have been removed from the world of words and been naturalized into the boy's world of reality.

P.S. The wheat crowns had better contain some flaxseeds.

Waverly, Nebr.

The Hobo's Dog

A boxcar held a motley group of men:
  The derelicts adrift on life's vast tide;
And standing by one ragged vagrant's side,
  A faithful dog leaned close to him, and when
A stranger who was passing by just then,
  Whistled to him enticingly, he eyed
The newcomer with mingled scorn and pride,
  Then quickly sought his master's gaze again.

And often now, this comes before my sight—
  Its tragic beauty seemed to sear my heart;
A dog is steadfast, tho mankind may slight
  And turn away when worldly goods depart—
This creature men call dumb is still a friend
  Thru proverty, disgrace, until the end.

—Margaret E. Bruner

Three Vital Needs

RECENT issues of our magazine have carried discussions by various leaders of the needs of agricultural education when normal conditions return and agricultural education expands to meet its opportunities. Points of view have been presented dealing with the program as a whole and with many specific sections of the program. Aside from the extended experience of many of the writers in the field of agricultural education, the points of view expressed were based, for the most part, upon empirical thinking with little or no attempt made to apply scientific techniques. Pursuing this same procedure, I am venturing suggestions relative to three vital needs for the improvement of our program. All deal directly with the young farmer group.

Young Farmers Associations

The organization of young farmers into a formal body with officers and a definite program of activities for the year has been tested and has proved most helpful. The annual program should include, in addition to the formal short course, activities of a social and recreational nature and discussions dealing with civic, social, health, conservation, and family problems. Such an organization has proved a benefit to both the group itself and the teacher. With a few suggestions from a progressive teacher, such an organization of young farmers can strengthen immeasurably the teacher's usefulness in a community as well as lighten his load, or by doing certain tasks enable him to extend his services further. Every rural community in which a dozen or more young men reside should have a Y.F.A. at the earliest possible date.

Joint Meetings With the Home Economics Group

The second vital need features the planned meetings of the Young Farmers Association with the young ladies of the community for the purpose of discussing problems of mutual interest and for the improvement of their social and recreational life. Such planned meetings meet a vital need in the lives of these young people. No other organization is attempting to meet the instructional needs on a local basis and under competent leaders of the quality of a teacher of home economics and a teacher of agriculture. With only a mere beginning as a basis for evaluating such a project, the evidence is strongly in favor of its rapid expansion.

May every teacher of vocational agriculture seriously consider establishing cooperative educational relationships of his young farmers with a similar organization of ladies in the field of home economics, if such a class is led by the teacher of home economics and, if not, then assembled and led by the teacher of agriculture alone. Such a service would meet with marked success in most rural communities.

Placement Assistance

The teacher of agriculture can assist the young farmers of his community in securing information that will lead to placement in those farming situations offering the better opportunities for success. Thru the agency of the local Young Farmers Association, the teacher can direct this organization to canvass the community and beyond, even covering a large portion of the county, for the purpose of locating the needs of landlords and farmers for renters and hired help. Newspaper articles, telephone calls, contacts with real estate men, bankers, and others with wide acquaintance with farm folks in the county, might easily bring together a formidable list of placement opportunities. This done, it should then be easy for a prospective renter and a landlord to confer and eventually to find conditions leading to an agreement. This does not call for extensive additional work; rather it is a matter of direction.

Young Farmers Associations, joint meetings with the young women's group, and assistance in placement—these are three vital needs of our program. May the postwar period bring their fulfillment.

How Wide Is Your Horizon?*

DUDLEY M. CLEMENTS, Regional Agent, Agricultural Education Service,
U. S. Office of Education, Washington, D. C.

A FEW years ago I was on board a ship leaving San Juan, Puerto Rico. It was a beautiful day. The sun was bright, the skies were clear, and the ocean was calm. As we pulled out of port the entire city was in view. I said to myself, "I'll stay on deck until I lose sight of the tallest building in San Juan." It was just about one hour later that there was nothing visible except the vast expanse of the ocean. I asked the captain how far we had sailed before all land had disappeared. He told me not more than 20 miles. If I should make this trip by plane, I am sure that as I approached San Juan my horizon would be greatly widened; I would be able to see the city sooner; I would be able to see it farther away, and as I approached I would be able to see more of it from one view.

D. M. Clements

How wide is your horizon toward the program of vocational agriculture which you represent? Is your horizon wide enough to see a complete program of vocational agriculture in operation for all the people in the community? Is it wide enough for you to realize that it takes qualified men, adequate teaching materials, and suitable facilities to meet the instructional needs of all the people? Do you appreciate the fact that there should enter into the instructional program in every community the information that will bring about a better mode of living as well as a better means of living? Are you as much concerned with the welfare of the entire farm family as you are with the farmer? Are you interested in how the income from the farm is used for the welfare of the farm family?

In Teacher Training

We have a great responsibility in developing our concept of the breadth of a training program for prospective teachers of vocational agriculture. Decisions must be made on the nature of the training program for both regular teachers and special teachers of vocational agriculture. I hope our horizon has broadened to the point where we see a place for special teachers in the postwar pattern of vocational agriculture in a community.

In the first place, we must decide whether we think a teacher of vocational agriculture should be trained for a broad horizon in the technical field or whether his technical training should be narrowed to some specialty. We must decide whether the content of courses will remain about as they have been for years gone by or whether it will be enriched by including the more recent findings in these fields. We must decide whether the lecture and laboratory as they have been, meet the needs of teachers of vocational agriculture, or whether new procedures of teaching need to be introduced. We must decide if it is possible to squeeze some of the water out of the technical courses and if it is necessary to surround the requirements with hours of prerequisites. We must decide whether it is best to have those who teach the trainees do so from the classroom altogether or to supplement the instruction with on-the-job student participation.

In the fields of plants, soils, livestock, management, economics, conservation, finance, credit, and farm mechanics, what are the things that should be taught a person preparing to be a teacher of vocational agriculture? Would a course in agricultural journalism fit better than some phases of English? Would a course in public speaking be worth while? Would actual contact with the common ailments and diseases of animals have a place in the curriculum? Can the course be planned so that proficiency can be developed in the repair of all, even some, farm machines now found on modern farms? Can students be given the opportunity of learning to butcher, cut, can, and cure all meats? Can they be given an opportunity to learn to construct, install, and operate food processing plants, such as canning plants, dehydrators, and freezer lockers?

Can they be taught to balance rations by actually operating a feed grinding and mixing machine? Can they be given an opportunity to know firsthand all organizations for credit, such as banks, land banks, and production credit associations? Would it be possible to have them participate on the local level in the programs of national farm organizations so they will be familiar with them when they become teachers of vocational agriculture? What chance will they have to know the latest systems of distribution of farm commodities? Can they have contact with cooperatives that buy what the farmer needs and sell what the farmer has to sell? Will they have the opportunity to get firsthand the problems involved in nutrition of plants and animals and their relation to human nutrition? Will they be taught the joint responsibilities in dealing with farm families? What can they get on farm family living that they can carry back to the farm families of the community? How can we teach them to solve the problems dealing with health, income and expenses, homegrown food and feed, conservation, equipment, conveniences, and personal development of farm families, so they will not have to grope their way blindly as they come face to face with this situation when they get on the job? Truly we have a problem in technical preparation.

In Administration and Supervision

We can say as much on the professional side. According to Section 12 of the Smith-Hughes Act, the State Board for Vocational Education has the responsibility for the supervision of the teacher-training program the same as it is responsible for the supervision of all schools and classes operating on a secondary level under the provisions of the Act. The State plan is usually written by the State Supervisor and the head teacher-trainer. I think we could avoid many difficulties if we would go further. I believe it would be very wise for the State Commissioner of Education, the chairman of the State Board for Vocational Education, the State Director of Vocational Education, the State Supervisor of Vocational Agriculture, the president of the designated institution, the chairman of the Board of Trustees of the institution, the Dean of the College of Agriculture or the Dean of the College of Education, and the chairman of the Department of Agricultural Education to get together after State plans have been prepared and decide on a thoro understanding of the administration of the program. After that I believe the State Director of Vocational Education, the State Supervisor of Vocational Agriculture, the Professor of Agricultural Education, and the Dean of the College of Agriculture or the Dean of the College of Education should get together and work out the details of the training program so that all agree as to content of courses, schedule of classes, time away from the institution for directed teaching, and the field service, as well as the follow-up of the technical and professional staffs to the men on the job and the trainees who are taking directed teaching. Having settled all the fiscal and administrative policies by joint agreement of all concerned, it then should be the business of the professional staff to work out the details of this program for consideration and approval by the State Supervisor of Vocational Agriculture who is the State Board's official representative. Some of the problems that will have to be considered are:

Some Pertinent Problems

1. Providing ways and means of guiding in or guiding out a prospective teacher of vocational agriculture. This most important work may involve cooperation among the professional staff, the technical staff, and the guidance or personnel service of the institution.

2. Some of the technical courses need to be revised and new technical courses need to be added. In connection with this problem the Professor of Agricultural Education, the State Supervisor of Vocational Agriculture, the Dean of the College of Agriculture or Education, and the head of the particular technical department concerned should get together and work out the solution.

3. New and improved courses in the technical and professional fields will require new, additional and improved equipment and facilities. Policies for the acquirement and installation of equipment and facilities for training teachers of vocational agriculture will involve people from the state supervisor of vocational agriculture and the professor of agricultural education to the president of the institution and the state superintendent of public instruction. Such decisions as additional equipment needed, who is going to pay for it, and additional instructors required will have to be decided by all concerned. Under the present acts no federal funds may be used for the purchase of equipment and salaries of technical instructors. Institutions concerned with the training of teachers of vocational agriculture should be very much concerned about this because about 41 percent of their graduates become teachers of vocational agriculture and these men are important emissaries for the program of the colleges from which they come.

4. We have all sorts and conditions of directed teaching in this country. Some plans are much superior to others. I would say that definite directed teaching centers should be selected. A sufficient number should be selected so no more than two trainees are assigned to a center at any one time. The best teachers available should be assigned to these centers. Each teacher should be partly paid from teacher-training funds and be listed as a member of the staff of the Agricultural Education Service of the designated teacher-training institution. The supervisor should agree that, insofar as trainees and training pre-employed teachers are concerned, this local department should be administered by the professor of agricultural education, and that every trainee should be required to do at least three months directed teaching at the center.

Joint Planning Desirable

This brings on more administrative decisions. The state supervisor, the head teacher-trainer, the county superintendent, and the superintendent or principal of the school concerned should work out a very careful plan for this directed teaching so there will be no misunderstanding on the part of anyone. The directed teaching program should involve joint effort in farm family living. If it does, the home economics supervisor, the home economics teacher-trainer, and the home economics teacher at the center concerned should have a part in this planning and the final decision.

Finally, it is important that a trainee be taught to see his job as a complete program in vocational agriculture and not in separate segments. A thoro understanding should be given the trainee so that he will know he has the in-school boys with their F.F.A. chapters, the out-of-school young farmers, the young men returning from war and from industry who wish to farm, the farmer on the job, and the farm families of the community as his responsibility for a complete program in vocational agriculture. Farm families are made up of men, women, boys, and girls. The trainee is taught the methods of instruction he will use in providing training for each of these groups, but it must be emphasized that, when the all-day, the part-time, and the evening classes end, all the students make up the several farm families and that these families make up a community of farm people. It is in the sense of a wide horizon that the teacher must see and the pupils must understand that the program is for the welfare of the entire group. To the extent to which each profits by the instruction, to the same extent will they make a contribution to the welfare of all the neighbors, which will be reflected in the welfare of their state, their nation, and the world.

*Presented at the Southern Regional Conference of Vocational Agricultural Workers in Jacksonville, Florida, January 23, 1945.

Former Students As Special Teachers

R. H. HOBERG, Teacher,
Ortonville, Minnesota

THE addition of the war training program at the outbreak of the war created a problem as to how the teacher of vocational agriculture might organize and use his time most effectively.

R. H. Hoberg

At that time my normal teaching assignments included five hours of classwork daily and one hour of farm practice planning with the high-school boys. In addition I was meeting with one part-time and two evening classes, plus one class of town boys who were interested in working on farms to help relieve the labor shortage. It, therefore, became evident that the teacher should devote his additional effort toward organizing and supervising war training classes rather than assuming the responsibility for doing additional teaching.

This conclusion appeared logical, but the problem arose as to where special teachers might be recruited for additional classes. It was suggested that we secure adult farmers in the community or men in occupations related to farming, such as creamery operators or produce men, to teach some of the commodity courses.

The machinery courses were taken over by local mechanics who did a good job. We were less successful, however, in interesting men to teach the production courses.

In response to our solicitations we ordinarily received a reply something like this: "Sure, we would like to help out, but we already have too many things to do. Perhaps you can get someone else."

In view of this situation it occurred to me that some of the graduates of high-school classes, who were currently enrolled in the part-time class, might make acceptable teachers. A special meeting of this group was called and, after the challenge was put to the young men, they agreed with some reluctance to do what they could to help out.

Seven of these young men were subsequently used as special teachers of commodity courses. This department has been in operation for 14 years with the same teacher. During this time considerable emphasis has been placed on the development of strong farming programs.

Among this group of prospective instructors was one young man who had eight purebred Hereford cattle, 26 Hampshire hogs, and a large flock of laying hens. Another was raising Chester White hogs and selling boars to farmers in the community, and was breeding Guernsey cattle. All of the young men were State Farmers and two of them, Russell Skundberg and Sigvald Sandberg, have since been awarded the American Farmer degree. Sigvald is now president of the state association and first vice-president of the national organization.

Courses Taught

During the past three years the seven former students of vocational agriculture have taught a total of 25 courses on poultry, swine, and dairy enterprises with a total enrollment of 790 persons. The response to their efforts has been very good in that the average attendance for all of the classes has been 96 percent.

Courses Taught by Recent Graduates

Teacher	1942–3	1943–4	1944–5
Russell Skundberg	Poultry	Poultry	Poultry, Swine
Sigvald Sandberg		Swine, Poultry	Poultry, Swine
Maurice Carlson Robert Ruthi	Swine	Dairy	Dairy, Poultry, Swine
Robert Jacobson		Dairy, Poultry	Poultry, Swine
Warner Johnson John Larson	Poultry	Poultry Swine, Poultry	Poultry, Swine

Since these special teachers were enrollees in our part-time class, we used that class as the basis for training the special teachers for their responsibilities as teachers of the war training courses. We decided to meet once a week for 10 weeks, as we had done in previous years. This time, however, our discussions would deal with the teaching of the adult groups. Three of the meetings were held before the young men started their own classes and were devoted to problems having to do with organizing the adult groups and teaching the commodity units.

During this time the young men made a study of methods used in instructing older people and in meeting individual problems. Another important part of the instruction was teaching the young men how to meet situations with which they were not familiar.

The seven remaining meetings dealt with the subject matter to be presented in the commodity courses. Each lesson that the young men were to teach had been outlined so they were aware of the content to be presented. Any problems or questions pertaining to the prepared material was gone over during the meeting.

More was accomplished with the young men during these meetings than in any of the part-time classes previously conducted. They knew what would be expected of them if they were to conduct the same lessons before a group of alert adults and, therefore, took keen interest in the discussions at all times.

It was my purpose to attend as many

(Continued on page 227)

Supervision

LANO BARRON

A State-Wide Potato Improvement Project

T. G. WALTERS, State Supervisor, Atlanta, Georgia

T. G. Walters

Editor's Note: Here Mr. Walters tells us how vocational teachers and cooperating agencies brought about statewide improvement in an important enterprise. We need more projects like it.

THE problem of producing disease-free potatoes in Georgia was tackled in the winter and spring of 1944 thru a cooperative program between teachers of vocational agriculture, teacher-trainers, plant pathologists, agricultural engineers, horticulturists, College of Agriculture, Experiment Station technicians, and entomologists. This program is one of many examples in Georgia of the splendid cooperation of several agencies working together.

Before going into any detail as to how the program has operated, statements from Dr. J. H. Miller, Plant Pathologist at the College of Agriculture, will help to visualize the need for an educational program on producing disease-free sweet potatoes. Doctor Miller summarizes the problem as follows: "From the sweet potato production of last year in Georgia, 572,000 bushels were saved on the farm for seed; 1,781,000 bushels were consumed on the farm; and 3,222,000 bushels were sold. This leaves a loss of 3,800,000 bushels or 40.5 percent of the total production. This does not take into consideration the plants that died in the field from stem rot and so produced no potatoes. Also, it does not include the potatoes, sold to stores, that rotted before being consumed, which is quite a large quantity.

"The sweet potato is one of the most perishable of crops with many diseases that are found both in the field and in storage. Harter and Weimer estimated the average loss for the United States to be about 40 percent of the crop including loss in the field, storage, transit, and in stores. The sweet potato disease subcommittee of the War Service Committee estimated a loss for 23 states in 1943 of 25.2 percent, with 10.5 percent from field diseases and 14.7 percent from storage."

Demonstration Centers Selected

The first approach in tackling this problem was for the staff in vocational agriculture to select six departments of agriculture widely separated over the state as demonstration centers. The centers selected were Eastanollee, Grayson, Mt. Zion, Forsyth, Sylvester, and Rhine.

Doctor Miller and others assisting spent two days at each center at the time of seed bedding. Prior to this, the teacher of agriculture had secured 50 bushels of disease-free, inspected seed potatoes for bedding. At each vocational center, farmers were invited to come to the school and take part. During the year several visits were made by the technical staff to the six centers and on each visit from 25 to 50 farmers met with Doctor Miller and others at the school.

Visits to each center were seasonal; that is, on the first visit which was at bedding time, the following jobs were taken up: selecting seed, selecting site, building bed, treating seed potatoes, and bedding. At later dates, meetings were held to select disease-free land for planting slips, inspect fields, make vine cuttings, harvest, and store.

The report given by Doctor Miller shows the situation before and after the control measures were used. On the first trip to each center, farm visits were made to examine potatoes grown and stored by farmers before control measures were introduced.

Conditions found on farms at the six centers averaged about the same. In Mt. Zion community, in Carroll County, seven farm hills were examined. Infestation of black rot was found from 10 to 100 percent with an average of 60 percent. Three of these hills also had 90 percent infestation of mottled necrosis.

According to Doctor Miller: "The chief causes of the losses were found where farmers were using the same sites for hills and beds, planting in old garden spots or near barns or houses, using infested stable manure, and in many cases bedding diseased potatoes. This survey was made in February and early March and, therefore, the losses from disease were much higher than if these potatoes had been examined soon after digging."

Dr. Julian H. Miller, Plant Pathologist, University of Georgia, leading discussion with teachers of agriculture on sweet potato diseases. The teachers inform the farmers thru evening classes

Observations were made last fall after control measures had been in operation one year. The results are again given from the Mt. Zion community.

Sweet potato projects on eight farms showed no stem rot, but this disease was found in one plot on which the farmer had put his slips in a field previously planted to potatoes instead of using the one that was approved. Then fields on seven farms not in the demonstration were surveyed and stem rot found in all of them. No black rot, scurf, or soil rot was found in any demonstration field. A trace of cracking was found in one field where the soil was heavy.

Sixty Percent Disease Loss

Doctor Miller found in the survey preceding the production in the demonstration projects, a loss of approximately 60 percent of diseased potatoes. Much of this began with black rot and was followed by various secondary rots. It was very difficult, therefore, to obtain disease-free sweet potatoes for the demonstrations. It was found that a program for the control of diseases was very necessary.

Quoting from Doctor Miller's report, "In all cases, results of last year showed that some form of heat must be used to get the plants up early enough to obtain maximum yields. Stable manure in one case was the source of both black rot and stem rot. The South Georgia beds where no heat was used did not produce as early slips as ones produced with the flue-type bed. Based on the results, flue-treated beds should be built. Manure should not be used as a source of heat for the bed or as fertilizer for the field.

Most of the fields were selected with care for previous sweet potato history and in one case, where this was not true, diseases were present. This shows that selecting the field is important.

Doctor Miller inspected potato fields in all sections of Georgia last year and found stem rot present in most of the fields.

Potatoes grown in the six projects under control measures were inspected by Doctor Miller at harvesttime and found almost free of disease, with the exception of one project where contaminated manure was used in the plant bed.

After summarizing the year's program, work started immediately on a bulletin on Producing Sweet Potatoes with emphasis on (1) what diseases to control and (2) what control measures to use. The subject matter specialist sought information from all available sources, but depended largely on information from technicians who participated in the program during the past year.

Georgia teachers of vocational agriculture examining a flue-heated bed at Grayson. They had participated in treating the seed before bedding

Every Teacher Participates

The program for this year has been expanded and every teacher of agriculture in Georgia will be reached by practically the same technical staff that worked last year with teachers and farmers in the six demonstration centers. Ten demonstration centers instead of six have been selected. Five of the six centers which were operated in 1944 were continued this year. The 10 departments are group centers where teachers of vocational agriculture will come together to study and learn by actually doing the right methods of producing disease-free potatoes.

The teachers of agriculture in the 10 departments agreed to follow the recommendations of the technical staff in selecting seed for demonstration bedding, in seed treating, selecting land for planting on farms where the owner understands the purpose of the program, harvesting, and storing.

By March 15, 10 group meetings have been held with all teachers of agriculture in Georgia attending one meeting. These teachers went thru the same process of inspecting good and bad potatoes, selecting seed for bedding, treating seed, building beds, and bedding, as farmers did in the six centers last year.

Other meetings will be held in the 10 demonstration centers with teachers of agriculture to take up problems of disease control of seasonal nature. Probably before the year is over six or eight meetings will be held for teachers at the demonstration schools.

Teachers of agriculture have been encouraged to conduct evening classes for farmers on the problem of producing disease-free potatoes. These classes will be conducted, using the same procedure as used at the demonstration center. The demonstration meetings are timed to give the teacher an opportunity to use the information received at the group meetings in his evening classes.

Former Students

(Continued from page 225)

of the lessons taught by the young men as possible in order that I might become more fully aware of some of the difficulties which they were encountering. These problems were then discussed at the next meeting of the special teachers. Many of the meetings with the adults were held at the homes of the members. This provided opportunity to go over the strong and the weak points of the discussion.

For example, in the poultry course, demonstrations on the culling of layers was common to all the classes, and it was indeed a pleasure to see the young men handle their assignments. The conference procedure, used as a basis for the group discussions, was supplemented by the liberal use of visual aids.

When the lesson, Diseases and Sanitation, was conducted, the farmers brought in sick birds which were examined for external symptoms and later posted in an attempt to determine the diseases or parasites preying on the birds. With the exception of one meeting in each of the courses when an outside speaker was brought in, the young men conducted all of their lessons without assistance from others. In the case of the special meeting, the outsider was used as a resource person to answer questions raised by the enrollees. The objective in all of the instruction was to make the work as practical as possible and to learn by doing—our philosophy of teaching.

Application of Instruction

It is difficult to evaluate the outcome of the instruction provided by these young men. The fact that the farmers were interested and quite regular in their attendance, in itself, is an indication of the response on their part. With each of the courses the boys used a checked sheet on which were listed approved practices emphasized in the instruction, and information was obtained as to which of the practices the members were following and those which they proposed to carry out. The table gives an indication of the practices which the enrollees followed in the poultry course.

Important as these applications may be, the writer is convinced that the former students of his all-day classes and members of the local Future Farmer Chapter benefited a great deal more than did the adult farmers, their parents, and neighbors. It has contributed to their leadership training and to their war effort. Naturally the local supervisor has been pleased with the response of his part-time students to the emergency situation.

It has also developed that his own work is more effective where he can train local leaders and have them assume some teaching responsibilities.

Results of Poultry Instruction, 1944–45

Practice	INSTRUCTOR					
	Sigvald Sandberg	Russell Skundberg	Robert Rothi	John Larson	Robert Jacobson	Total
Flocks culled	20	24	20	18	21	103
Birds in flocks	4220	4800	4020	3600	4603	21,243
Culls removed	920	827	922	815	886	4,370
Houses remodeled	14	12	11	13	16	66
Rations changed	18	21	19	18	23	99
Added more nests	19	21	17	16	20	93
Increased roosting space	16	17	14	14	18	79
Registration	20	26	21	21	38	126

"Enough!" Cry the Editors

RECENTLY a special editor sent me an article for the magazine. Intentionally or otherwise, his secretary included not only the recopied article but the original with the editor's corrections. I counted them. In something less than three and one-half pages there were 145 corrections. Shades of Horace Greeley!! Has the life of a nonsalaried special editor come to this?

"Enough!" cry the editors. Really, folks, is it necessary? I have recently asked for and we are receiving more copy, a larger *quantity*. Let's think about *quality* now. As teachers, aren't you graduates of your state university? Or your college of agriculture? The few who are graduates of the old "normal schools" studied some courses in English, didn't you? Won't you help your special editors? I offer this suggestion. Do you have a secretary, or a teacher of English, or a wife, or an F.F.A. reporter—or even a wastebasket? Please use whichever will help the editors most.

Methods of Teaching

G. P. DEYOE

Practical Instruction Thru Beef Projects

WAYNE PACE, Teacher, Brandenburg, Kentucky

AFTER deciding that Meade County is definitely a beef-cattle county, it was felt that that enterprise should be made an important part of our farming programs. Each boy analyzed his home-farm situation to see if he could include beef cattle in his program.

Wayne Pace

The boys then planned their beef projects for either breeding or feeding. Most of the boys made plans for the breeding program because this was more in keeping with our idea of getting boys established in farming. Each boy planned his project according to his home situation and the following factors: (1) available capital, (2) available feed or his feed-crop projects, (3) size of farm, (4) pasture, and (5) housing.

The scope of the beef cattle program in vocational agriculture in Meade County this year consists of 25 producing cows and 20 heifers that will be bred this coming summer. In addition, there are 40 head of Hereford feeder steers now being fed by the members, to be marketed next fall. These numbers do not include cattle owned by young farmers who are former members of the department.

Cattle Purchased Cooperatively

The cattle were secured direct from the range in Texas, thru the Kentucky Future Farmer Cooperative. Most of the boys borrow their money to purchase the cattle from the Production Credit Association. These loans are usually paid by the sale of some of the cattle or with income from other projects. Many of the boys buy two heifers and sell one of them to pay the loan on both. This method usually applies to the freshman and the sophomore boys. The older boys usually have their own capital to increase the scope of their programs.

Where cows and heifers are kept only to raise calves for beef, the cost of keeping them for an entire year must be charged against the calves at weaning time. It is, therefore, essential that the breeding herd be maintained as cheaply as possible, yet kept in vigorous breeding condition. The cows and the heifers are pastured in the summer and fed corn stover and good legume hay in the winter. They are very seldom fed anything except roughage.

The feeder steers are fed a grain mixture, a supplement of soybean meal or cottonseed meal, and distillery slop. These supplements are fed in addition to the legume hay and pasture.

Most of the hay and the grain fed the beef cattle is raised by the boys in their feed-crop projects. They buy the meal and the slop. Occasionally they trade with their dads for some hay and grain. The slop is fed to the steers in troughs and is available to them at all times.

One of our members bought 13 steers which averaged 386 pounds in November, 1943. The steers were fed mixed hay, a limited grain ration, and distillery slop. Because of the drought last summer their pasture was not good. In November, 1944, these steers, averaging 845 pounds, were sold for 16½ cents per pound. The boy had a total labor earning from the project of $644.41.

The main considerations in the supervision of the projects are to see that the cows are bred to registered bulls and that the heifers are not bred too young. It is believed that a boy will not profit much if he is allowed to breed his cows to a scrub bull, so he is given careful supervision prior to the breeding season and plans are made to see that a pure-bred bull is available.

Practical Instruction Is Provided

With a good farming program in beef cattle it is possible to give the students practical instruction in the classroom on such things as cooperative buying, how to secure loans, and how to make notes and repay them thru the Production Credit plan. The boys are also taught all the management practices of the beef cattle program.

Since 1940, when the beef cattle program was started, the total labor earnings from beef cattle for the boys in Meade County High School has been $3,620, a creditable amount.

Program Helpful in Establishment

This program is especially helpful in getting boys established in farming. If a boy starts when he is a freshman and secures two or three heifers each year, he will have a herd of five to 10 good cows by the time he graduates. This boy will not want to leave these animals but will want to develop them into a good herd. A good example of this is one of our Kentucky farmers who graduated in 1942. He had seven cows when he graduated. He now operates his own farm of 180 acres, with the following enterprises: 13 head of beef cows and a registered bull, 3 brood sows, a 250-hen laying flock, 65 acres of corn, 30 acres of hay, 6 acres of oats, 20 acres of wheat, and 2 acres of tobacco. His net income from his beef cattle last year was approximately $800.

Our chapter markets chiefly thru the Fat Cattle Show since the Bourbon Stock Yards sponsors a fat cattle show for F.F.A. and 4-H Club members.

From Classroom to the Community

JOHN R. GILLHAM, Teacher, Clarendon, Texas

A MAJOR problem of every teacher of vocational agriculture is that of securing the proper balance between his work in the classroom with his day students and his work in the community with the adult farmers. Both are equally important, but a majority of teachers favor one over the other. One of the major problems involved is what position shall the teacher take so far as the adults in the community are concerned.

In order to assume the proper relationship with his adult farmers a teacher must have the respect of the group concerning his ability and integrity. One of the best ways of securing this respect is to produce with students work that is of such an outstanding nature that the parents will acknowledge the ability of the instructor. Instructors should also engage in county, regional, and state meetings in connection with agricultural problems of his community.

The teacher's work in the community is of much the same nature as that involved in handling his students. He must serve as a co-ordinating agency for bringing together farmers and their problems, aid in solving the problems, or aid the farmers in securing the solution of them. In connection with one of my production courses in the FPWT program in 1943, a group of the farmers in the class expressed an interest in securing a better market for their products. Working with the teacher as the co-ordinating agent, the group contacted a milk plant in a town 50 miles away, formulated plans for a grade "A" route, banded together in sufficient numbers for the route, and started building their barns and increasing their herds. I served as an agent for the men in securing a trucker to take over the route and in securing and developing plans for the barns, while in our production course we made plans for improved breeding and feeding. This route now has 16 farmers with over 900 producing dairy cattle. The teacher serves as a technical adviser to the patrons of the community as in cases of soil conservation, diseases, parasites, etc.

There are many activities whereby a teacher may combine the interests and efforts of his adult and all-day classes. One of these in our community was a trench silo demonstration last fall in which the boys of my classes assisted a group of farmers in building and filling four trench silos. Stock shows, grass demonstrations, boar and bull circles, and testing cows for "Bangs" never fail to bring the interests of the class and the farmers together. I have brought many of the outstanding farmers and ranchers of this section into my classwork and I feel that these men have given the boys material which I could never have brought before them in the proper manner.

More Effective Usage of Agricultural Periodicals

E. B. KNIGHT, University of Tennessee, Knoxville

THAT agricultural periodicals contain valuable subject matter materials has long been recognized by teachers of vocational agriculture. The truth of this statement is borne out by the universal presence of farm magazines and similar periodicals in the libraries of the agricultural departments of rural American high schools. The indications are, however, that this source of information is not being utilized to its maximum worth.

At their last annual conference the teachers of vocational agriculture in Tennessee expressed a desire for assistance in the selection and use of teaching materials including agricultural periodicals. In compliance with this request the teacher-training department at the University of Tennessee undertook a study of all agricultural periodicals. Eighty-seven teachers supplied information regarding their practices in procuring, filing, and using agricultural periodicals. Additional suggestions were obtained from members of the supervisory and the teacher-training staffs.

The outcomes of the entire study are reported in a recent mimeographed publication*. However, the present article concerns only a portion of the most important phase of the investigation, i. e., a discussion of certain ways by which the effectiveness of the study of agricultural periodicals in all-day classes may be increased.

Restrict Subject Area

Farm magazines contain materials dealing with a wide variety of subjects, a portion of which are far removed from the matters being discussed in the high-school classes in agriculture. Therefore, it is usually expedient to limit the area whenever periodical study is undertaken. Ordinarily, teachers endeavor to restrict the group assignment to one of these zones:

(a) Items pertaining to the enterprise, jobs or problems being emphasized in the current lesson;

(b) Articles related to the individual's farming program;

(c) Materials concerning new agricultural developments as to marketing requirements, crop control measures and conservation regulations;

(d) Presentations of ideas having current importance to local farmers;

(e) Information regarding family living, home conveniences, and recreational interests;

(f) Articles describing constructive activities of F.F.A. and like organizations;

(g) Items indicating agricultural trends.

By confining the range of selection the instructor causes his students to read with a purpose and aids them to evolve relationships founded upon present knowledge.

After the class has received a few weeks training in magazine study, it is stimulating to have an "open area" type of assignment in which the youth browse thru farm magazines, then select the subjects for their reports. Generally, it is advisable to place a minimum limit on the length of the articles read.

Helpful Procedures

Several instructors who have done outstanding work in developing student interest in magazine study follow an initial procedure which brings good results. Whenever the new number of a magazine which is received in "bundle lots" appears, copies are distributed to the class and the boys are given an opportunity to "leaf thru them." Then the instructor calls the group to attention and in company with the students briefly examines the magazine. He comments upon the major articles, points out their importance locally and otherwise, and at times connects items with the farming program of certain students. Relationships perceived by the group are also welcome additions during the preview for they encourage later reading of a more critical nature.

Many other methods designed to promote interest are available. Occasionally some teachers start to tell the class about an article, then when interest is at its peak they stop, leaving the boys to guess the outcome. This creates a desire to "read it for themselves." Other instructors place lists of worthwhile articles on the bulletin board and give points or grades for the reading of these items. Clippings may be posted, scrapbooks kept, or posters made. Recognition of individual research by appropriate reports or comments is also beneficial. Permitting students to browse in the department library has proved quite helpful in fostering interest in agricultural periodicals.

Calling attention of a student to a particularly good item dealing with a definite phase of his farming program is a favorite device of certain teachers. At times it is a good procedure for the instructor to hand the individual pupil a magazine containing a marked article meanwhile asking him to look it over and give his opinion of its merit. Controversial articles can be examined in terms of past experience, i. e., do these facts hold good under local conditions? Later, student and teacher will discuss together the salient points of the item or a special report is made in class. Incidentally, the study of agricultural periodicals can be employed as one means of caring for individual differences.

Special Devices

The 87 participating Tennessee teachers of vocational agriculture were requested to describe any devices they had found to be especially helpful in increasing the effectiveness of the study of farm periodicals. Suggestions to this end were also obtained from the members of the supervisory and the teacher-training staffs. Certain of the indicated procedures are discussed in this section.

(a) *Timely articles* in current magazines should be called to the students' attention. The significance of these items and their implications may be briefly stressed, and students asked to comment upon the materials at a subsequent session.

(b) *Extra grades* for volunteer reports are awarded in some schools. These are in addition to regular class marks and serve to build up the report card grade.

(c) *Publicity* regarding the number of articles read and reported upon by individual pupils may be given on the department bulletin board. Occasionally a point system with a suitable award at the end of the term is used to stimulate magazine reading.

(d) *Scrapbooks* containing articles related to the youth's own farming program are kept in a number of schools. Exhibits featuring these scrapbooks may be held in connection with visitation days, school fairs, etc.

(e) *Examination questions* are regularly asked about the major magazine items discussed in class. Written tests can also be given at the conclusion of a series of oral reports.

(f) *Opportunity to read magazines* in class time may be provided as a means of recognizing businesslike completion of an assigned lesson or similar class task.

(g) *Publishers' suggestions and outlines* have been helpful to many teachers especially when the items treated form the basis of class discussions.

(h) *F.F.A. programs* and other school activities making use of data from agricultural periodicals tend to build interest in magazine reading.

(i) *Commending students* who independently present information gleaned from their reading is highly effective.

(j) *Picture collections* showing the application of improved practices, superior types of animals and crops, significant events, program outcomes, and important agricultural personalities encourage interest in certain departments.

(k) *Reading aloud of selected articles* by the teacher or a designated pupil while the rest of the class follows by silent reading upon occasion will direct attention to the value of periodical study. Pausing to ask questions on what has been read serves to concentrate attention and develops improved habits of reading.

(l) *Home gleaned items* commented upon by the parents and discussed by the student himself tend to tie up magazines with the farm.

From this rather lengthy list and out of his own experience the teacher of vocational agriculture has a wealth of interest-developing devices at his disposal. These procedures, properly utilized by the resourceful instructor, will undoubtedly increase the effectiveness of the study of agricultural periodicals in all-day classes.

*Using Agricultural Periodicals Effectively in Vocational Agriculture Classes. Methods Publication No. 1, Department of Agricultural Education, University of Tennessee, February, 1945.

We are not sent into this world to do anything into which we can not put our hearts. We have certain work to do for our bread, and this is to be done strenuously; other work to do for our delight, and that is to be done heartily; neither is to be done by halves or shifts, but with a will; and what is not worth this effort is not to be done at all.—John Ruskin.

Tell me what kind of farm practice work your boys are doing and I will tell you what kind of a teacher you are. Good teaching of agriculture on a vocational basis does not concern itself primarily with a study of the materials found in books and bulletins but with a study of real problems arising out of the farm activity needs of the boys.

Farming Programs

C. L. ANGERER

Launching Eighth Grade Graduates in Farming Programs

L. G. SHELTON, Teacher, Kenbridge, Virginia

ONE of the first jobs that faces most teachers of vocational agriculture, in the beginning of the fall term, is the careful selection of students. There are always boys who will present themselves for agriculture with no means or desire to carry thru even a very limited farming program. Many are seeking what they hope will be easy credit; others are sincere, but cannot obtain the space or equipment to follow thru even for one year. There are also boys from good farms who are dreaming of other fields and unless the teacher of agriculture is on guard, he will have his classes filled with boys who are not prepared to profit from the work, while, on the other hand, the real farm boy has been misplaced in an outright academic course. The first job then is to provide guidance so that the right boys enter this work. Know your people, their homes, their ambitions, their educational background, religion, financial standing, etc., and be prepared and ready to guide the boy.

Parents and Boy Must Understand

If the boys selecting the course are to carry thru and come to the end of their training period as we desire them, they must know what they are getting into and what they have a right to expect as a result of their training. Not only must the boy know, but also if he is have the desired opportunity at home, his parents must understand the program and be enthusiastic about it. The teaching calendar should provide for ample time in the first few days of school to explain thoroly the program to the beginning boys. Often the chapter president or other influential older boys can be of great help to the teacher in accomplishing this important job. Explanation should be thoro and should cover such things as the home farm program, including enterprises, improvement projects, supplementary farm jobs, the shop program, and the planning or classroom program. It is imperative that the boys be thoroly informed and never be misled as to the easiness or difficulty involved in the work.

The teacher of agriculture does not always recognize the importance of properly informing the parents as to the methods and aims of vocational agriculture and, especially, the farming program. The methods found feasible and practical by this instructor are (1) explanations at the annual parent and son banquet, (2) publication in the school newspaper or a county newspaper, (3) letters to parents, and (4) last and most important, special visits to the home. These visits should be made even tho all other means have already been used. The teacher, boy, and parents can sit down together and arrive at conclusions which will be necessary for the proper functioning of the boy's farming program.

The next step in this job of launching the beginner in vocational agriculture is that of doing what the writer thinks of as the preparatory work which is called for in the first few pages of the record book. Many teachers follow the practice of omitting certain parts of this work, but experience has taught most teachers that this preparatory work is essential. The careful, painstaking teaching of map making, surveying the boy's home farm, surveying the farm machinery and equipment, surveying housing and storage facilities, summarizing the student's net worth and making a budget of expenses and credits, will pay dividends in improved effort and respect for farming as an occupation.

Start With a Four-Year Program

There are two other jobs listed in the first eight pages of the record book which could be classified under the heading of preparatory work but are of so much importance that they deserve special attention. The job of setting up the program on a four-year basis is of vital importance to the beginner in agriculture. This job offers the teacher a wonderful opportunity to unfold to the boy some of the problems that he will face if he is ever to become a successful farmer. Problems of farm management such as efficient use of human labor and horse labor, crop rotation, balance between crops and livestock, economical performance of improvement projects and supplementary farm jobs, may all be introduced to the boy. This job also offers a wonderful opportunity for the teacher to lead the youngster into a sincere effort at solving some of these problems as they relate to him. The teacher in these first few jobs, and especially in this job, has his golden opportunity to set high standards of performance.

Our country needs in its citizens, more than ever before, the characteristic of thoroness in work and study. Too many people know too little about too much while too few know anything thoroly. This is to a large extent the fault of our schools. This job of setting up the four-year program offers teachers of agriculture one chance to combat that evil. The chances will come thick and fast, but too often we are prone to let down and allow poor work to pass. Insist on a well-rounded, four-year program with balance between crops and livestock, with extensive coverage of the enterprises available in the community, with attention given to crop rotation, with steady expansion of the program from the first year thru the last. The income possibilities should also increase each year from the beginning to the end. The supplementary farm jobs should be carefully planned to supplement the training that will be secured in the enterprise program. Supplementary farm jobs of no training value should not be included in the program. The improvement projects in the four-year program should actually be needed on the home farm and they should be within the boy's capacity to accomplish. This is to say that improvement projects should increase in scope and difficulty from the beginning to the end of the program.

Train in Business Procedure

The other preparatory job that should be very carefully taught and put into practice is that of the business arrangement or agreement. If the boy is to be able to actually put improved practices into use, this arrangement must not only be carefully written but the boy and his parents must realize its full significance and both must subscribe to its contents. This will not only help to prevent misunderstandings between the boy, his teacher, and his parents but it will actually help to impress the boy with the need of improved business practices in farming. One of the greatest weaknesses in agriculture today is the lack of business training on the part of the farmers. No opportunity to improve this condition should be overlooked by a teacher of agriculture.

All of the above is largely for the purpose of getting the boy started right but this is not enough. His interest must be aroused and maintained. This does not mean that we should resort to artificial stimulants to secure his interest. There are many things that are fundamentally important if the boy's interest is to be fully aroused.

Boys are as intelligent as adults and can readily recognize the adequacy of the facilities for teaching agriculture. Departments of agriculture should, therefore, be fully equipped to do the job. Well equipped departments would include carefully designed and equipped shops with all needed tools, attractive and well furnished classroom with good, well stocked bulletin files, a modern, up-to-date library of books and magazines, the necessary F.F.A. paraphernalia and other needed equipment such as radio, slide projector, movie machine, etc. Needless to say, the instructor must be prepared to use the entire plant to the best advantage.

Another way to increase his interest is to get the beginning class in the shop at least for a short period of time early in the first year. Boys are fascinated by tools and most of them will quickly learn to use them, if properly taught. Here is the opportunity to really stimulate interest in the agricultural program and at the same time teach some applied mathematics, English, and citizenship. It is our job not only to launch the boy into

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Money in Turkeys

H. W. DEEMS, Asst. Supervisor, Lincoln, Nebraska

LLOYD BEVANS, 1944 American Farmer from Waverly, Nebraska, recently completed the largest turkey production project ever conducted by an F.F.A. member in Nebraska. This 19-year-old farm lad produced enough birds to feed every enlisted man and officer in 28 regiments at least one pound of turkey for Thanksgiving dinner.

Last spring Lloyd purchased 5,150 turkey poults. Last fall and winter he marketed 4,287 birds for $36,245.26. The total weight of the birds sold was 92,580 pounds. The hens averaged 14.9 pounds at 6½ months, and the toms 28¼ pounds three weeks later.

Lloyd's interest in turkeys started in the fall of 1939 when he enrolled in the department of vocational agriculture in Waverly High School, under the direction of G. A. Spidel. For two years Lloyd studied about turkey production, visited turkey farms, and for short periods worked with turkeys. In the spring of 1942 he started his first turkey project of 500 poults. His labor income on his first venture in the turkey business was $910. In 1943, his senior year in high school, he raised 2,000 turkeys, with a labor income of $4,290. The project of 5,000 turkeys conducted this past year showed a labor income of $11,830, (income tax not deducted). He plans to raise 10,000 turkeys in 1945.

Lloyd Bevans in the midst of his 5,000 turkeys on range. Labor income $11,830. G. A. Spidel, Teacher, Waverly, Nebr.

When Lloyd was asked for information for this article, he stated, "I do not crave the publicity, but if it will help some F.F.A. lad 'think bigger' and 'plan better,' I will be glad to help." Then he told his story. He was one of the younger members of a large family. His father had been bedfast for almost 10 years. When he started to high school a large project program looked impossible. Thru his instructor, G. A. Spidel, he became interested in turkeys. From a talk on projects, given by Duane Munter, who was later made The Star Farmer of America, he received the inspiration to do things in a big way.

In answer to the question, "What factors were most important in making your turkey project successful?", Lloyd emphasized selection of project, proper planning, feeding, labor efficiency, sanitation, and marketing.

Selection, Lloyd pointed out, should depend on profit outlook for the project, interest, and whether or not there is room for the project at home or nearby. He added that it might sometimes be best for one to select a project in an enterprise not raised or grown on the home farm.

When asked to explain what he meant by planning, Lloyd replied, "When I build a feeder or a range house, I follow a blueprint. My project plan is the blueprint I follow. It includes time of year to secure poults, amount and kind of equipment needed, amounts and kinds of feed, and dozens of other items." He added that project planning should also include how you expect to enlarge and improve your project each year. He feels that in times of favorable prices many farm lads could and should build their project programs faster than they do. Feeding efficiency is one of the big factors in determining your labor income. He pointed out that last year he fed 7,581 bushels of grain and 112 tons of mash to his 5,000 turkeys. A small waste or a slight difference in price of feed may make several hundred dollars difference in income.

Efficient use of labor is essential. He explained how the proper arrangement of houses and feeders saved time and labor. He stressed the importance of using laborsaving equipment at every point possible. Such devices as mounted fuel and water tanks, skids under feeders and houses so they can be moved with a tractor, and a handy feed wagon are laborsavers for Lloyd.

Lloyd's first poults for his 1944 projects were secured April 7. He sold the last bunch of turkeys November 15. He uses his extra time from November to April in building additional equipment. Since his turkey project started in 1942 he has built 20 large brooder and shelter houses, 40 large range feeders, 120 medium-sized feeders, and 120 small feeders. Much of this was built in the farm shop.

Sanitation and marketing were the last points dicussed in this interview. He pointed out that every sanitation precaution possible must be followed. He broods most of his poults on wire. He puts his birds out on range at eight weeks and moves them once each week.

In marketing, "Sell the way and at the time that will bring in the greatest labor income." He smiled, as he added, "Always do some figuring before closing a deal." Then he explained how he had made something over $300 by hiring his birds processed rather than selling the live birds. This, he concluded, was fairly good pay for 30 minutes of figuring.

When asked about his further plans he said, "I expect it will be turkeys." Then he added, "There are two factors that I believe will make turkey production a paying enterprise for a long time. They are (1) the universal popularity of roast turkey, and (2) the low feed requirement per pounds of gain."

A Group Project

R. W. HOLBERTON, Teacher, Brookville, Virginia

THE summer of 1943 was very dry. Feed crops suffered from the long dry season and not enough roughage was produced to feed the livestock on the farms of our section. Farmers were asked to produce more dairy products.

A survey of our community, at the opening of the fall school term, showed that there was a need for hay to feed the dairy cattle. The owner of a large dairy farm could purchase his feed by the carload. There were many boys and farmers who had only a few head of cattle and needed less than carload lots. Feed dealers did not want to handle less than carlots, because of the small margin allowed in handling this hay and few dealers had trucks or manpower to handle small lots.

The Brookville F.F.A. Chapter decided they would investigate the possibility of ordering a carload or more for the boys and their neighbors. A feed dealer agreed to place orders for an many carlots as we needed and turned over to the Chapter the handling of all small orders for hay coming into Lynchburg. The Chapter agreed to hire a truck and deliver the hay for $1 per ton.

The first six carloads of hay were ordered on October 9th. About three or four weeks later the first cars came in and we began delivering our orders. The hay came without weight tags and scales had to be borrowed to get the weights. Four boys were selected to deliver each carload and one of the boys drove the truck. Much of the hay was put out in ton and half-ton lots to take care of the cattle until more hay arrived. The instructor carefully supervised the unloading and delivering of the first car of hay.

The boys took orders for hay, had certificates signed, made collections and delivered the hay. The Chapter treasurer handled the funds which went thru the treasury bank account to take up the sight drafts. Twenty-five carloads of hay were delivered for a total of 378 tons. At no time was there any lack of interest in the hay programs and the boys were willing to do their part even tho the work was hard and the boys received no pay. Several carloads came in during the Thanksgiving and Christmas holidays and there were always volunteers ready to unload the cars. On several occasions, two cars came in at the same time and an additional truck had to be hired. Sometimes the weather was bitter but the boys always kept in mind that this was their chance to aid in the war effort.

Eight additional carloads of hay were handled by the Rustburg Chapter, about 10 miles away. This was handled thru our chapter, as we had set up the machinery to handle it, but they just turned in the money for the hay and we paid the draft. They handled all details and received any profit they made.

Brookville and Rustburg Chapters handled 33 cars of hay which represented one-third of the number of cars coming into the Lynchburg area.

There was no government hay program this year altho there was a shortage of feed, due to the dry spell of summer. More hay was available locally and we suggested that they try to supply their needs from local sources.

This project shows that much good

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WATSON ARMSTRONG

Farmer Classes

W. H. MARTIN

A Continuing Program of Instruction for Out-of-School Young Men

M. Z. HENDREN, Teacher, De Witt, Iowa

M. Z. Hendren

BECAUSE of a sincere belief in the possibilities of rendering a worthwhile educational service, the board of education of De Witt Public School added vocational agriculture to the high-school curriculum in the fall of 1936. There seemed to be a real need for training high-school youth in those aspects of agriculture related to the welfare of farm families such as the improvement of practices in production and marketing, the management of farm enterprises, the efficient conduct of farm business, and the conservation of human and natural resources. The members were particularly concerned about the equalization of educational and economic opportunities for the rural and urban people. They wanted to promote guidance and leadership opportunities for the establishment of young men in farming and for leadership in related organizations. They were free from any motive of interschool competition since there was no department of vocational agriculture in any near-by school.

The first Farm Bureau unit in the state was organized in De Witt County. This community has continued to conduct an active and effective program of adult education in connection with the agricultural extension service.

With the needs of the in-school youth provided for in the new program, the group least adequately served was composed of high-school graduates and other out-of-school young men under 25 years of age. The first step in a plan to remedy this situation was to prepare and mail letters to members of this group, inviting them to discuss plans for organizing a young-farmer class.

Thirteen young men came on a rainy night to attend the first meeting. They approved the suggestion that a young-farmer class be conducted, elected officers, and appointed committees on subject matter, membership and attendance, and recreation.

The subject-matter committee and the instructor selected a series of lessons on farm mechanics. The membership committee, with the support of all the members, was able to increase the enrollment to 48, while the recreation committee planned an acceptable program of basketball, volleyball, and table tennis for those who cared for an hour of sports following the class sessions. The class voted to meet each Monday night for 20 weeks. An extra meeting was added for a party to which the boys brought their girl friends to play games, dance, and enjoy refreshments.

Discussions were conducted by the teacher of agriculture assisted by members of the class, except for a lesson on tractor repair which was a daytime meeting in a local tractor salesroom with the dealer's mechanic giving instruction.

Since the second year, the officers of the preceding year have served as an advisory committee in deciding upon dates for the meetings, preliminary plans for subject matter, and promotional activities.

A Planned Program

The subject-matter committee for the first year set up a long-time plan for a four-year rotation of lesson topics, paralleling the day-school division of subject matter, into the four fields of (1) farm mechanics and farm engineering, (2) livestock problems, (3) crops and soils problems, and (4) farm management. This plan was followed until the outbreak of the war. Since then, more emphasis has been placed on the maintenance of farm machinery.

The schedule of the current year called for 10 meetings devoted to farm machinery repair in the farm shop and 10 meetings on timely livestock problems. The shop part of the series was directed by the teacher of agriculture. For some of the livestock meetings, local farmers of recognized ability were invited to be the "guest teachers." A local veterinarian gave valuable assistance with a discussion on livestock health problems.

Some of the larger shop projects completed this year were an 8'x12' farrowing house, a four-wheel trailer, a two-wheel trailer, a farm tractor made from car and truck parts, a homemade, tractor-operated manure loader, and reconditioned spike-tooth and disk harrows. Smaller jobs included tool sharpening, handle replacement, chain repair, soldering, and others.

Young men at this age are uncertain about plans for their vocations. Some will work in the shop until driven out at closing time. Others work less diligently and go quickly into the recreational part of the program at the first opportunity. Some read bulletins, study machinery catalogs and instruction books in the classroom, or read farm magazines. One young man brought his accordion and another typed the words to popular songs and asked the others to join in singing. The young man who was elected president of the first class was studying to become a postal clerk, not because he disliked farming but because becoming established in farming seemed tougher than he dared to undertake. His father, a tenant farmer, was not in a position to give him much help. Some others in the group were also undecided, but all took an active part in studying the requirements for, and possibilities of, becoming farmers.

Today, seven years after the first class, the first president lives on his own farm which he operates with good machinery that he has acquired since he married and began to operate a rented farm five years ago. Twenty-five other former part-time class members are the heads of farm businesses, many of them being owners or part-owners of the land they farm.

An incomplete check reveals that at least 31 former members are serving in the Armed Forces. Most of these young men are from the more recent classes. Less than three percent of the total membership of young-farmer classes for eight years are now engaged in nonfarming occupations other than military service. No doubt this percentage will be greatly increased upon the return of the servicemen to civilian life.

Their teacher had some apprehension in the fall of 1943 lest there would not be enough boys remaining on farms in the community to make up a young-farmer class. However, a survey discovered over 75 prospects from which an enrollment of the third largest class in eight years was secured. The class the current year was larger than either of the two preceding years and had 38 members present for five or more meetings.

The average length of membership of young farmers in these classes is between three and four years. It is possible that this period might have been extended to more than four years had a satisfactory fifth-year program been developed as a part of the long-time plan.

The superintendent of schools and the teacher of agriculture agree that young-farmer work has been a desirable way in which to expand the service of the department of agriculture in this community. Former young-farmer enrollees will form a nucleus around which to build an adult-farmer class as soon as it seems desirable to initiate that phase of vocational agriculture. At present the school is offering its contribution to adult education in the form of 14 FPWT classes conducted during the last two years.

A Group Project

(Continued from page 231)

experience was gained in business principles and more was learned about the community than the boys could possibly have learned otherwise. They learned to judge the quality of hay and they enjoyed doing the work. Much needed manpower was contributed and a real service was rendered. The farmers had no way to get the hay delivered had we not done it for them.

The boys were given F.F.A. jackets, by the Chapter. Over half of the boys who helped are in the armed services today and are still giving service.

New Jersey Youngsters Answer Call to Farms

LESTER S. HESS, Teacher, Moorestown, N. J.

Lester S. Hess

THAT extensive and effective service an be rendered the farmer by untrained, town-bred adolescents has been abundantly proved in the Moorestown, New Jersey, area where some 300 boys and girls last summer harvested fruits and vegetables exceeding an estimated value of $60,000. Among the crops thus saved from waste were strawberries, raspberries, blueberries, cherries, asparagus, corn, grain, potatoes, tomatoes, radishes, apples, and peaches. Aid was also given to poultry and dairy work.

The need for this "call to farms" arose chiefly because the near-by war industries in Camden, Philadelphia, and Wilmington attracted adult labor. The zestful challenge of working in a munitions factory or a shipyard plus the intoxication of astronomically high wages provided a lure to workers which resulted in an acute farm labor shortage in the fruit and vegetable growing section of South Jersey where soon only children and the aged remained to help the farmer. The local Defense Council in the Moorestown area, which is 10 miles from City Hall, Philadelphia, realizing the plight of the farmer, early in 1943 organized a Farm Victory Corps with an adult division and a junior division. The latter group grew rapidly under the leadership of the local teacher of vocational agriculture, Lester S. Hess. By fall the 200 young people who were available on call had harvested crops the value of which exceeded $40,000.

In the spring of 1944 the group was reorganized with approximately 300 members and the schools cooperated by providing a Food Production War Training course to enable the young workers to secure some training and organization. The enrollees were divided into groups, each with a leader whose sole duty was to act as a liaison officer between the farmer and the workers.

The farmer, in calling for a group, agreed to furnish:

(1) transportation, (2) a sympathetic adult supervisor, (3) drinking water and proper facilities for eating lunch, (4) adequate lavatory facilities for both boys and girls.

Most of the work was done on a piecework pay basis as this was found fairer to both the worker and the farmer. The older and more experienced worker earned from $5 to $6 a day on blueberries and tomatoes. If a worker could not earn at least a dollar a day on a crop, he was transferred to another type of work where his skill could be used more advantageously. Frequently, when the worker was placed on another crop, he would do well.

No one was discharged from a job; if a worker proved unsatisfactory and no other work was immediately available, he was told he would soon be called for other work. This avoided developing in any of the young workers any feeling of inferiority. The maximum number working at any one time was 165 boys and girls engaged in picking the blueberry crop.

Altho it would be inaccurate to state that the work accomplished by these town-bred adolescents is as expert or extensive as that of farm youths of similar age, it is work of which the validity cannot be denied. The members of the Junior Division of Moorestown's Farm Victory Corps have, by their goodwill and good work, befriended the consumer and the farmer and thereby made a considerable contribution to their country.

"The success of this undertaking was due in great measure to the spirit and the enthusiasm and the faithfulness of these several hundred boys and girls. But just as important was the sound direction which you, Mr. Hess, gave to the Victory Corps thru your efficient organization of boy and girl leadership and responsibility, and the long hours of patient instruction on the job itself wherein the young workers gained proficiency to the mutual advantage of themselves and their farmer-employers.

"These accomplishments merit this Special Award for Service, presented on this occasion by the State Board of Agriculture to the Moorestown Farm Victory Corps."

Dickinson on Leave

Dr. Sherman Dickinson has been granted a leave of absence July 1. A teacher in Minnesota and a teacher-trainer in Montana and Missouri for over 30 years, he will be missed by his associates. He plans to vacation at "Road's End," his country home near Columbia.

Adult-Farmer Schools

MICHAEL T. CULLEN, Teacher, Harvey, North Dakota

M. T. Cullen

THE first adult-farmer classes were held in 1941–42. The fine nucleus of interested farmers who attended the classes that year did much to give the program importance and recognition in the community.

A total of 13 meetings, concluded with a banquet, were held that year. The subject was dairying. About 50 farmers were enrolled. These same 50 farmers are the key men in the classes being held today.

Council Aids in Planning Program

In April, 1942, the present teacher took over the department, shortly after the closing of the classes in dairying. Before adjourning that year, the class had elected five farmers to act as an Evening School Advisory Committee. To this Council goes a great deal of credit for any success the program has had. It was found that a council could help very materially in the planning of an adult school program. Particularly was this true with a teacher who was new in the community. It was decided that the council should consist of not less than five members because usually not all of them would attend the meetings. Seven members would seem to be a more desirable number.

This council met three times with the new teacher during the summer. The first meeting was to help select problems for the next year; later, to go over the written plans of the meetings which the instructor had drawn up, and late in the fall to decide when the meetings should start. It was found that the council could aid materially in making these plans.

Two factors limited the holding of these classes to certain periods of the year. Threshing and harvesting in a wet fall sometimes runs into October, and farmers do not have time to attend meetings until harvest is over. Second, the weather after New Year's is quite unpredictable, and the regular meetings should be over by that time. The farmers prefer to start the meetings around Oc-

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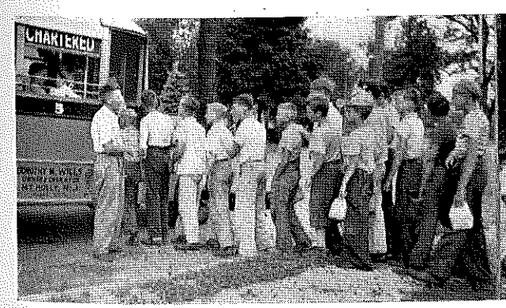


Town boys of Moorestown, New Jersey, take the school bus to farms where they work in fruit and vegetables to help in the war effort

New Jersey town girls also make their contribution to relieving the labor shortage by going to farms and assisting in berry picking, and working in truck crops

Studies and Investigations

E. B. KNIGHT

Teacher Personnel in Vocational Agriculture in Iowa, 1940-1941[1]

W. F. NUTT, Former Teacher, Mapleton, Iowa

THIS study was made in an effort to determine to what extent the educational preparation of a teacher of vocational agriculture figured in the desirability of his teaching position. Data were gathered concerning 192 men and 190 departments for the prewar school year of 1940-1941. This school year was chosen because it probably was not so seriously affected by war conditions as later years.

Information was gathered from (a) the Uniform Report of Teachers' Qualifications for the year of 1940–1941 on file at the office of the Iowa State Department of Public Instruction, (b) reports of teachers of vocational agriculture to the office of State Supervisor of Agricultural Education, (c) files of the Teacher Placement Office, Iowa State College, and (d) the 1940–1941 Iowa Educational Directory[2].

Data were collected concerning all teachers of vocational agriculture who started the school year. In a few cases starting teachers moved later in the year. Such cases were few in number so that the data gathered about the starting teachers were retained and no attempt was made to include data concerning teachers who entered positions after September.

Thirty-five items of information were obtained about each individual and tabulated in code form on individual cards. These data were then transferred to a master code sheet which was submitted to the statistical laboratory of Iowa State College for machine tabulation.

Limitations

In this study of teacher personnel, data pertaining only to the school and the preparation of the teacher were gathered. No attempt was made to evaluate further the qualifications of the teacher and unusual peculiarities of the schools involved.

Where changes in salary, subjects taught, and enrollment took place after the first month of school, no adjustment in data was made. It was assumed that such changes were too few to change materially the findings in this investigation.

Salary

Of the several items considered as possible elements related to the salaries of teachers of vocational agriculture in 1940–1941, the ones which proved to be most important were training and factors closely related to size of town.

The median salary of the men with a master's degree was $305 greater than the median of those with some graduate work and $350 greater than the median of those without graduate work. The median salary of men without a master's degree but with some graduate work was $46 greater than the median salary of those without advanced work.

Men who were located in the larger towns very often held a salary advantage over those who were in smaller communities. Those with more years of experience ordinarily enjoyed a salary advantage over those with less experience, and a similar advantage was held by those who had been on the same job for five or more years. Full-time teachers of vocational agriculture tended to receive higher average salaries than did those who devoted part of their time to vocational agriculture. Likewise teachers of classes with larger enrollments in general received higher salaries than did those directing a smaller number of students.

The lowest per-pupil valuation was found to be in the most thickly populated areas. By far the largest majority of men with salaries above $2,000 were in districts with less than a $3,000 per-pupil valuation. The percentage of men receiving less than $1,900 was likewise greater in districts with less than a $3,000 per-pupil valuation. The men who received more than $2,000 were most often located in communities with valuation of more than $25 per annual $1 of expense. The schools with a per-pupil tax of $50 to $89 ordinarily paid higher salaries than those with either a smaller or a larger per-pupil tax.

The factors which did not appear to be closely related to salaries were (1) college from which teacher graduated, (2) farming district, and (3) teaching of classes for adults or young farmers.

Duties of Teachers

It was not possible to tell whether the items studied affected the duties of the teachers or whether the duties of teachers were affected by some community characteristic. However, some of the community characteristics appeared to be closely associated with the teachers' duties. For instance, those characteristics related to the size of school showed a relationship to the proportion of time that the teacher devoted to vocational agriculture. More full-time departments were found in the larger communities, while more part-time departments were found in the smaller communities. The full-time departments ordinarily had larger enrollments, were located in areas with less than a $3,000 per-pupil valuation, and also were found in areas with a valuation of more than $25 per annual $1 of school expense.

The full-time departments offered more educational opportunities to the citizens of the communities than did the part-time departments, as was shown by the comparative numbers offering adult classes, young-farmer classes, and OSY training.

A larger percentage of teachers of full-time departments had Future Farmer chapters, and the larger enrollments were more often found in the full-time departments. Men located in the full-time departments made less frequent changes than did those in the part-time departments.

Two of the items which showed no apparent relationship to teaching duties were (1) the college from which teacher's bachelor degree was obtained and (2) mileage reimbursement.

Experience

Only a few of the factors considered in this part of the study seem to be related to the years of experience in teaching vocational agriculture. Those factors which appeared to be associated with experience were (1) type of school, (2) per-pupil tax, (3) valuation per pupil, (4) valuation per $1 of expense, (5) the turnover of teachers, and (6) farming areas.

Items which showed very little or no relationship to experience were (1) proportion of time devoted to teaching vocational agriculture, (2) enrollment, and (3) Future Farmer chapters.

The items which were apparently associated with the years of experience in teaching agriculture of the Iowa teachers of agriculture were closely related to the size of town. The less experienced men were more often found filling positions in consolidated schools and in towns under 2,000 in population than in towns of more than 2,000 population. The men with greater experience more often taught in schools with a small valuation per pupil and a small per-pupil tax.

The turnover of teacher personnel as measured by positions held by individuals during the five-year period 1936-1941 was greater among teachers with five to nine years of experience.

The schools with full-time departments employed as many young teachers as experienced teachers; there was no important difference in total enrollment in departments employing men with varying experience; and as many young teachers were acting as advisers to Future Farmer chapters as were more experienced men.

The southern pasture and eastern livestock areas had a smaller percentage of young teachers during 1940-1941 than did the other farming areas. This fact may be due to the smaller percentage of consolidated schools in these areas. It has been shown that the smaller schools usually employ younger teachers.

Education Received

It has been shown previously that the men with the superior training were receiving the highest median salaries.

(Continued on page 238)

1—Master's thesis, Iowa State College, 1943. Content of article arranged by Dr. John D. McClelland.

2—Iowa Department of Public Instruction, Educational Directory, 1940-1941. Des Moines, 1940.

The Attitude of High School Boys Toward Agriculture[1]

S. G. VICKERSTAFF[2], Principal, Ida Grove, Iowa

NO ONE questions the importance of attitudes in determining a pupil's behavior. Educators have long recognized the importance of developing desirable attitudes about those topics to which the desirable reaction is known. Furthermore there are other topics toward which a person's reaction represents point of view and the socially desirable reaction is a matter of opinion.

Recently many scales have been developed to measure attitude toward those topics where the desirable reaction is unknown. Little has been done, however, on the measurement of attitude toward farming. An inventory of a pupil's attitude, his interest toward farming as a vocation or toward the farm as a place to live, represents an important problem in the schools serving rural youth.

Purpose of Study

This investigation is an attempt to find the attitude of high-school boys, noting whether or not the differences in attitude are associated with a number of other characteristics. It is to be expected that, on the whole, members of 4-H Clubs would be more favorable to farming than pupils who are not members. Furthermore it is to be expected that high-school pupils taking vocational agriculture would be more favorable toward farming than other rural boys.

It was the purpose of the investigation to test out the hypothesis that there are differences between groups in their attitude toward farming. It was not the purpose of this investigation to state what the desirable attitude toward farming should be, nor to suggest any program for the public schools which would in any way tend to change the attitude of the rural youth.

The investigation consisted of the measurement of the farming attitude of 2,198 boys enrolled in Iowa high schools. Pupils included in the study were enrolled in high schools located in 23 Iowa villages and towns ranging in population from a little over 100 to over 80,000.

The Findings

Data have been presented to evaluate the hypothesis that there are differences between groups in their attitude toward farming. As a result of testing the significance of the differences between mean scores, the following generalizations seem to be sound:

1. Rural boys are more favorable toward agriculture than urban boys.
2. Agricultural pupils are more favorable toward farming than pupils in general.
3. Pupils intending to farm are more favorable toward agriculture than those who do not intend to farm.
4. 4-H and vocational agriculture pupils are equally favorable toward farming.
5. 4-H pupils are more favorable toward farming than pupils who are not 4-H members.

The evidence available suggested that attitude toward farming tends to become less favorable as the pupil approaches high-school graduation.

The Chi-square test indicated that fluctuations from year to year in the number of pupils who intend to farm is not likely to be the result of sampling fluctuations.

The significance of the differences between the groups of pupils whose attitudes are known to be different suggest that the attitude scale utilized in this investigation is a valid one and that it possesses a satisfactory degree of precision of measurement for purposes similar to those prevailing in this investigation.

1. Master's thesis, Iowa State College, 1942. Article arranged by Dr. John B. McClelland.

2. Mr. Vickerstaff is now County Extension Director, Sioux City, Iowa.

Adult Farmer Schools

(Continued from page 233)

tober and finish by the last of December.

Class Divided to Save Travel

One outgrowth of the advisory council's suggestion was the dividing of the class into two groups. It was pointed out by a council member at one of the early meetings that the more acute tire and gasoline situation would limit the distance from which this program would draw students. One council member who lived about 20 miles from Harvey suggested holding meetings in a small country school in his township for the farmers of that area.

Thus the class was divided into two groups—one to meet in town on Monday nights and the other at the country school on Wednesday nights. The program which originally had reached 50 farmers now had 85 farmers enrolled, and the area over which students were drawn increased by about 35 percent. The same program was offered at both centers. Attendance at the country meetings was more regular.

Community Support a Great Asset

The support given this program by the local community has been of much value in increasing the size of the classes. Front-page publicity in the local paper on all meetings, posters donated by a local service club displayed in the business places, and schedules of meetings sent out to prospective members helped interest farmers. Lunches at the meetings, provided by the Civic & Commerce Association, and a banquet at the close, given by the local school board, helped hold their interest.

Many local men such as the veterinarian, the county agent, soil conservation men and local businessmen with agricultural experience attended meetings and took part in the discussions. This helped to pep up the meetings. The support of all these persons adds in no small way to the interest shown in adult-farmer classes.

Instructional Procedure

We met at 8:15. Class discussions and lectures built around visual aids have seemed to carry the most weight with an adult class. Using sign cloth to make graphs, charts, and pictures on the subject to be covered is an excellent practice. This sort of thing seems to put the ideas across in a manner which the average farmer can understand better, and it is our belief that they remember them longer. Working out on the blackboard practical problems which come from the class members is a very effective way to stimulate interest and make the class more alert. Slides and film strips were used a great deal during the last half of the meetings. With a six-volt bulb, it was possible to use the same projector at the country school meetings by running an extension cord from the automobile battery thru the window. Toward the end of the meetings, coffee was served by the girls in Home Economics. Informal discussions of the topics covered in the meeting usually came up while everyone was drinking coffee. Thus the meetings usually closed with the teacher giving individual help to those who requested it. This always seems to bring the teacher and the farmer closer together.

Meetings Concluded With a Banquet

After the completion of the regular meetings, the adult-farmer year is brought to a close with an annual graduation dinner. Invitations are sent to those attending one or more meetings. At this dinner graduation certificates are presented by the president of the school board to members attending seven or more meetings. Every effort is made to get some outstanding person in the field of agriculture as the main speaker, and a few short talks by local men. Farmers take part in this program and present skits and short talks. A few musical numbers are always included. This banquet has become the outstanding event of the year, and the farmers look forward to it. About 85 farmers attended the banquet this year.

Results Are Definite

Some rather definite results of these schools may be seen when one notes a few of the changes that have taken place during this period. The number of purebred livestock has increased. About six herds of purebred Angus have been started in the last two years. The farmers in one area purchased 13 purebred Duroc Jersey gilts and a purebred boar last year. Several other improvements could be cited.

Better feeding practices are indicated by the members' purchase of 6,000 pounds of mixed minerals for their livestock from the F.F.A. boys last year.

The F.F.A. boys also built and sold 30 self-feeders for hogs, overshot hay stackers, sweep rakes for tractors, and other laborsaving devices to farmers who had attended these classes. This would indicate the progressiveness of the members.

It seems that a few factors may be considered as the essentials of an adult-farmer program. An advisory council seems to be one of the first essentials. Written plans of all meetings and a schedule in the members' hands are quite helpful. Plenty of publicity is a necessity. It is quite easy for the average person to forget unless he is constantly reminded. Community support seems to be important. And some special feature, such as a graduation banquet, tends to bring the old members back year after year.

Future Farmers of America

A. W. TENNEY

Publicizing the F.F.A. Thru the Press and F.F.A. Publications

R. LANO BARRON, Assistant Supervisor, Austin, Texas

R. Lano Barron

I HAVE been asked to discuss "Publicizing the F.F.A. thru the press and F.F.A. publications." I want to say in the beginning that, in my opinion, we are not sold on publicity. Nor are we, as a whole, sold on the need for an energetic but sound public relations program or the importance of such. Furthermore, we are not aware of the voluminous amount of work, study, and planning that is necessary in order to do justice to a public relations program. Such a program necessarily includes all the contacts that each and every individual makes with the public—whether that contact be thru the press, by radio, motion pictures, or by the more personal everyday contact.

When Mr. Robert A. Manire told me more than three years ago to assume the responsibility for public relations for vocational agriculture in Texas, it seemed obvious to me that there was a crying need for more news stories. I attacked this problem with reckless abandon, flooding the mails with at least samples for all the Texas publications. By the time my hands had lost their callouses, I raised up for a breath of fresh air to see where I was only to find that everyone else had settled back and relaxed because "We've got a publicity man now." (And to think that I had other duties, too.)

Mr. Manire suggested that I call on an assistant teacher-trainer from each of our four white teacher-training institutions to lend what help they could. I timidly approached them on the subject. Their response started us on our way. We have since lost two of these teacher-trainers, but we have gained considerable support from others of the staff. For example, one supervisor has become quite an artist at taking and developing his own pictures. We have acquired access to four speed graphic 4" x 5" press cameras, and they "help to tell the story."

All of this led to the establishment of a permanent State Public Relations Committee. The committee has set up for *all of us* in Texas definite goals at which to aim.

Objectives in Public Relations

Our objectives in any form of public relations, in the opinion of the committee, should be to portray our service as (1) indispensable, (2) local, (3) part of school, (4) helping offer solutions to agricultural problems, (5) a leader among services helping farm people, (6) having a personnel of high quality, (7) growing, inevitably, because of the need and type of service we are rendering, (8) being a program under the direction of local school boards and superintendents, (9) helping establish young men in farming, and helping those to become more proficient who are already established in the farming business, (10) having a good relationship with all agencies.

In order to more effectively work toward these objectives the committee has set up certain policies to use:

Recommended Policies in Public Relations in Texas

1. In the opinion of the committee, publicity for vocational agriculture should be *newsworthy:* First, be based on actual happenings—not *modified facts*, not *inflated stories*, and seldom, *plans*. Second, avoid the practice of trying to "cram the name of our service down the reader's throat" by overplaying the part vocational agriculture plays. Third, tell the story and let the name of our service be brought out only as a necessary step in completing the story, rather than obviously stealing credit.

2. We should practice and encourage the practice of:

(a) Associating the department of vocational agriculture with the high school in all public contacts. This applies to Food Production War Training, too.

(b) Including the term "farming" (or ranching) when referring to the projects and jobs of boys studying vocational agriculture.

(c) Including the word "agriculture" when referring to our work or personnel in order to differentiate between our work and other vocational subjects—many of which will probably spring into existence after the war, and to counter the branding of us as "vocational teachers" by certain other groups which, if allowed to continue unhampered, will tend to disassociate us with the farm as far as the public is concerned.

(d) Using the term Future Farmers instead of approximately a score of terms now used to describe the boys studying vocational agriculture who are members of the Future Farmers of America. It is somewhat self-explanatory and ties up the work with farming, is about the shortest available, and does not get us mixed up in the reader's mind with FSA, FHA, FDA, AAA, etc.—while one of several terms would be much better than our present confusing variety.

3. We should release only usable news insofar as possible, rather than flood the offices of people to whom we look for favorable news stories with a barrage of mimeographed publicity and propaganda.

In order to more effectively use the tools at our disposal in carrying out our program, we set up a definite *plan of work*.

State Publication

Our state publication, *The Lone Star Farmer*, was put first on the list of tools. (Barron to be responsible.) This was done because we felt that *The Lone Star Farmer*, if improved, would be the quickest way of getting the teachers of vocational agriculture to keep in stride with the progress of our public relations program. Some improvements have been made and the response from the men is splendid, but it remains to be seen whether it is worth the additional cost, work, and headaches involved.

Farm Magazines

Next in importance was considered the use of farm magazines. No commercial house organs or sales sheets are supported but, even so, that leaves eight very substantial farm magazines published in our own state that get our first attention. (Barron and Orchard to be responsible.)

Radio

Radio is considered our next best tool at present. The committee wants a weekly broadcast maintained over the biggest network in the state, if possible. (Barron and Orchard responsible.)

We are to continue to send weekly news briefs to certain stations for filler (Barron responsible) and to conduct the annual state-wide Farm-and-School Broadcast during Future Farmer week. (Barron and Orchard responsible.)

News Wire Service

Wire service (AP, UP, INS) is considered next of value to us at the present (Barron responsible), while special stories are to be supplied to daily papers as they develop. (Barron, Orchard, Halbrooks, Samuel responsible.)

Weekly Press

The weekly press is reserved for the teachers of vocational agriculture. They are encouraged to make these contributions by:

(1) Barron thru state newsletter, (2) Area supervisors thru area newsletters, (3) Teacher-trainers in extension classes and meetings, (4) Orchard thru pattern stories.

It Takes Time

If a service is to build the most efficient public relations program, every member of that service must constantly be conscious and considerate of the results of all public contacts. It must be remembered that practically all the tools on which we must depend to further such a program are not at our service for the asking. They are not at our command. Space in most daily papers and magazines sells for several dollars an inch while even announcements on radio networks run into big money.

Therefore, we must not take a selfish, demanding attitude, but we *must remember* that we will come nearer making the "front page" if we do not appear ready to request it. Just remember that you would not want an editor coming around telling you what to do and how to do it.

It takes a lot of time to develop an energetic public relations program. This is true because it takes time to develop friendship and more time for the "tools" to gain confidence in your program and what news you have to offer. And neither last nor least, it takes time to get your own staff and teachers understanding the enormity of the task and the fact that they play an important part therein. But once on your way the results appear far-reaching.

We are interested in seeing the *entire* service to vocational agriculture develop a sound and active public relations program. Let's hasten the day when every man, woman, and child from the State of Washington to Puerto Rico and from the State of Maine to Hawaii may know that the Future Farmers of America is a national organization of farm boys studying vocational agriculture.

Leadership Training in Arkansas

S. D. MITCHELL, Executive Secretary, Little Rock, Arkansas

THE state convention of the Arkansas association last summer was followed by a two-day leadership training program for the newly-elected and outgoing officers by the National Acting-Executive Secreatry, A. W. Tenney. Due to the enthusiastic support and praises given the training program by the officers, it was decided to make similar training available to every chapter officer in the state. Plans were made by the executive committee for reaching this objective.

The leadership training program as proposed by the committee consists of dividing the territory, setting up a budget, securing the necessary materials to be used in giving the training, and outlining the procedure.

In making assignments of territory it was thought best to leave the president free to attend state and district-wide meetings when leadership training is involved. The remaining four officers were assigned to the four districts of the state, of 18 or 20 counties each.

Budgets were prepared by the committee for each of the state officers after due consideration was given to the services desired of each. Funds were provided in these budgets for the president and the secretary to represent the Arkansas association at the national convention; for the president and the treasurer to assist with the operation of the state camp; and for all of the officers to attend the state convention. Three executive committee meetings and visits to their districts for group leadership training were also included. The total budget for the five activities enumerated above was set at $400. The officers were given instructions to make plans to utilize their budgets, but to keep cash expenditures to a minimum by traveling with the executive secretary, state adviser, and district advisers as much as possible.

Each of the state officers was supplied with the necessary supplies and materials for holding the training conferences. These included proceedings of national and state conventions; lists of councils, boards and committees, with membership; official books, forms, stationery and records; national and state programs of work; lists of official manufacturers of equipment and supplies, and exhibits of the work of various chapters. It is assumed that manuals, secretaries and treasurers' record books, and paraphernalia will be available locally.

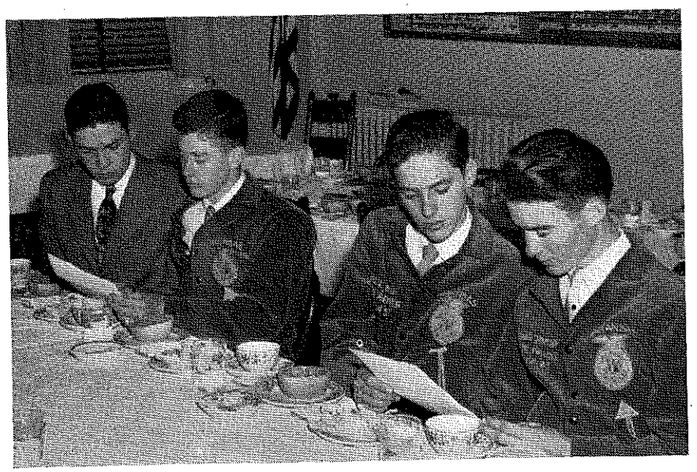
Responsibilities for carrying out the leadership training program are divided between the advisers and the state officers. It is the responsibility of all advisers, state, district, and local—and the executive secretary to conduct the leadership training conferences with their respective officers. Officers of the association, federations, and chapters are responsible for effective operation of desirable programs by the organizations. The leadership training conferences are held in connection with the group conferences of the districts. One or two of the chapter officers attend with their advisers.

The programs for the conferences consists of professional improvement and war training activities, as well as leadership training. Following a combined group meeting, the supervisors meet with the advisers while the executive secretary and the state officer assigned to the district, work with the officers.

The primary objective of the leadership training is to acquaint the group with their organization. Experience has indicated that one of the best means of reaching this objective is to begin with the assumption that you have a community without a chapter, and thru group discussion fully develop means of securing a chapter. The process may then be continued until the chapter has won the highest honor bestowed by the national organization, the Gold Emblem Award. A similar process of beginning with a boy who is not a member of the organization, and indicating the steps necessary to become an American Farmer, may be used. This process emphasizes the necessity of starting early with a definite farming program for each member if the highest awards are to be attained. In like manner, boards, councils, and official personnel of the organization and their duties, are discussed.

The state officer assisting with the leadership training program is more concerned with the detailed workings of each individual chapter. It is his responsibility to see that local chapters have active, functioning organizations. A careful analysis of each chapter is to be made, and the necessary assistance rendered to place them in active status. Assistance with organization, committees, programs, membership, budgets, financing, leadership training, contests, public relations, federations, and degree advancement are provided. It is important that state officers assist local chapters with plans for acquiring common abilities in parliamentary procedure. Other personal characteristics such as fairness, honesty, promptness, friendliness, cooperativeness, and initiative should not be overlooked. Members who are thoroly familiar with the intricate processes of the working of their organization will be prepared to speak soundly about their organization and other members recognizing this familiarity will be prompt in following their lead.

In class, laboratory, shop, and field, boys learn to perform certain specific tasks. In their chapters they learn how to get others to perform such tasks. Knowing how to do a job and how to get others to do it, are separate tasks. The F.F.A. is an organization serving as a vehicle to assist with the solution of the problems of farm and home. Groups are stimulated to their best efforts by awards to chapters thru the chapter contest. Individual initiative and effort are encouraged by the awarding of degrees. There is neither time nor place for practice, drills, or the development of artificial situations because there are plenty of real rural problems pertinent to the objectives of the organization to be solved. Thus, leadership training in reality becomes leadership development.



Keen, alert, intelligent—just swell farm boys from Arkansas, for state officers. Left to right: J. D. McGee, Treasurer; Bobby Miller, Secretary; Billy Burch, Reporter; Denen Johnson, President

Tri-State F.F.A. Queen Contest

LOUIS A. CARPENTER,
District Supervisor, Knoxville, Tennessee

MUCH interest has been created in F.F.A. work thru the Tri-State F.F.A. Queen Contest. This contest, one of the objectives of the district F.F.A. chapter, has been in progress five years. The event is carried on in close cooperation with the *Chattanooga* (Tennessee) *Daily Times*. It is open to candidates in Alabama, Georgia, and Tennessee who are within the circulation area of the *Chattanooga Daily Times;* hence the name Tri-State F.F.A. Queen Contest.

Each chapter is allowed to enter its local queen, usually selected by means of a contest thruout the school and community. Votes are generally sold at the rate of one cent each with $100 to $1,000 being realized by chapters who use the vote selling method. Some chapters prefer to select their queens solely by vote of members.

Previous to the selection of the Tri-State F.F.A. Queen, each local chapter sends to the farm-page editor of the *Chattanooga Daily Times* a picture of its local queen, together with a record of her scholastic and community activities. Included with this material is a copy of the local chapter program of work. The paper publishes the pictures of the different contestants, together with articles about the local queens, the F.F.A. chapters, and the schools they represent. These articles appear over a period of several weeks. This develops interest among the chapters and creates favorable publicity for the program of vocational agriculture.

Publicity and Interest

Following the conclusion of the contest the materials concerning each contestant are sent to the district supervisor of vocational agriculture in east Tennessee. He secures three impartial judges who select the queen and two runners-up. The final placing is determined upon the basis of the following score card:

1. F.F.A. Queen Contestant: (60 percent) (a) Leadership, (b) Scholarship, (c) Range of activities, (d) Contribution to home, school, and community life. (What! No beauty?—Editor)
2. F.F.A. Chapter Program of Work: (40 percent) (a) Objectives and goals, (b) Plans for achieving objectives and goals, (c) Accomplishments to date.

The decision of the judges is announced at a banquet given by the *Chattanooga Daily Times* at one of the leading hotels. The paper invites five people from each chapter. These guests include the local queen, the chapter adviser, the chapter president, and two other guests of their choosing. Other guests include some members of the supervisory and teacher-training staffs, executives of the *Chattanooga Daily Times*, and local citizens such as bankers and other business people who are interested in F.F.A. work. Available state F.F.A. officers are also invited. The Tri-State F.F.A. Queen and runners-up are presented suitable awards. Previous to the war the queen received a loving cup. During the war she has been given a $25 War Bond.

Book Review

A. P. Davidson

The Community Program of Agricultural Education, by H. M. Hamlin, pp. 137, paper cover, published by The Illini Union Bookstore, Champaign, Illinois, list price $2.25. This is a publication of 137 pages, 8½" x 11", in offset printing. This booklet presents an over-all picture of a program of agricultural education. It should prove helpful to all teachers of vocational agriculture, as well as to prospective teachers of vocational agriculture. Agricultural supervisors, teacher-trainers in the field of agricultural education, school administrators, and laymen will find this publication of value. The following chapters are included:

1. The Community Unity, 2. Community Study, 3. The Advisory Council, 4. Program Planning, 5. Objectives, 6. Evaluation, 7. School Relationships, 8. Family Relationships, 9. Community Relationships, 10. Relationships to Agricultural Extension, 11. Relationships to the State Boards for Vocational Education, 12. Personnel Policies, 13. The Elementary-School Program, 14. The High-School Program, 15. The Young-Farmer Program, 16. The Program for Older Adults, 17. Facilities, 18. Records and Reports, 19. Special Events and Services, 20. World Relationships of the Community Program.

Highly selected references are listed at the end of each chapter. This text with its concise presentation of the fundamental principles and sound philosophy pertaining to agricultural education should have wide distribution among workers in the field of general education, and the publication should receive most careful study by all workers in the field of agricultural education.

Teacher Personnel

(Continued from page 234)

Aside from this, there are only a few differences to be noted between the men who had taken graduate work and those who had no graduate work.

Graduate work was reported more frequently by the younger teachers. This being true, it would naturally follow that more men with graduate work would be located in the smaller schools, which in turn have a higher per-pupil valuation and lower valuation per $1 of school expense.

All the men who had received advanced work taught either adult or young-farmer classes, whereas 6.5 percent of those without graduate work taught neither evening nor young-farmer classes.

The men without graduate work were favored with slightly larger enrollments. Other than on this point, teachers with and without advanced work ranked about the same with regard to (1) Future Farmer chapters, (2) farming areas, (3) the proportion of the teacher's time devoted to vocational agriculture, (4) turnover of personnel, and (5) tenure.

Eighth Grade Graduates

(Continued from page 230)

the farming program, but also to launch him into a determined effort to become a well-trained, valuable Christian citizen.

Some boys who will later become wonderful citizens appear, at the high-school age, to think of nothing except having fun. Their interest must be aroused and at least a part of their energy must be redirected toward work rather than play.

A carefully planned recreational program should be worked out by the boys under the teacher's leadership and explained to the boys and parents. It should include such things as parties, parent and son banquets, athletic games, indoor games, literary contests, and, in normal times, travel, participation in fairs, camping, etc. The social functions should be carefully planned and executed by the boys under the guidance of the teacher. Give due recognition when the performance is good, give needed encouragement when the effort is sincere, give constructive criticism when the need is apparent. Never discourage, ridicule, or abuse any boy. If the farm boys presenting themselves for vocational agriculture are handled in approximately the manner described above by a sincere, conscientious, intelligent teacher of agriculture, he will in most cases have cause to be proud of their performance in their farming programs.

BANQUET BANTER

Toastmaster: Ladies and gentlemen, a pleasure to present former teacher of vocational agriculture, now our county agent. Always enjoyed him as teacher and found his instruction very helpful; that is, whenever he told the truth. But in moment of weakness he slipped and, as you know, has degenerated into county agent. That reminds me of story of patient in hospital. Was on operating table for emergency operation on brain. Opening made in skull, brain removed for inspection, when sudden, enormous clamor outside hospital caused doctors and nurses to leave patient and see what was happening. During absence, lifted skull bone flopped back into place, patient came out from under anesthetic and, seeing no doctor, left room and hospital. Searched for but could not be found. Months later doctor saw him on street, stopped him and said, "Mister, aren't you the man operated for brain tumor about year ago?" "Yes," was the reply. "Why, man, do you know we have your brain preserved up in the hospital awaiting your return?" "I didn't know it, but it doesn't matter. I am working for the Extension Service now." Ladies and gentlemen, our former teacher.

Speaker: This sounds like old times. Raspberries are always ripe when Future Farmers get together. I remember once on trip I asked boys what kind of girl they liked and I remember the T.M. had his idea. He said he liked shy, conservative type; kind that doesn't stop until you whistle second time. So far have gotten along all right, but when I begin my remarks shall expect boys to begin sneezing and, when I ask them why, will probably say they are allergic to baloney.

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t—Don M. Orr, Stillwater
t—Chris White, Stillwater
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s—Earl R. Cooley, Salem
s—Ralph L. Morgan, Salem
ds—M. C. Buchanan, Salem
as—Glen L. Weaver, Salem
t—H. H. Gibson, Corvallis

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s—H. C. Fetterolf, Harrisburg
s—V. A. Martin, Harrisburg
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t—William A. Broyles, State College
t—William F. Hall, State College
it—Russell B. Dickerson, State College

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s—Nicholas Mendez, San Juan
as—Samuel Molinary, San Juan
as—Ernesto Vasquez Torres, Mayaguez
ds—Fredericko A. Rodriquez, San Juan
ds—Juan Acosta Henriquez, Arecibo
ds—Juan Robles, Cayey
ds—Andres Ramirez, Mayaguez
t—Lorenzo G. Hernandez, Mayaguez

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s—Verd Peterson, Columbia
ds—W. C. James, Columbia
ds—W. M. Mahoney, Honea Path
ds—R. D. Anderson, Walterboro
ds—J. H. Yon, Loris
t—W. G. Crandall, Clemson
t—B. H. Stribling, Clemson
t—J. B. Monroe, Clemson
t—T. E. Duncan, Clemson
t—F. E. Kirkley, Clemson
ct—Gabe Buckman, Orangeburg

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s—H. E. Urton, Pierre
t—C. R. Wiseman, Brookings

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as—J. W. Brimm, Nashville
ds—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—Ben Douglas, Jackson
t—N. E. Fitzgerald, Knoxville
t—J. B. Kirkland, Knoxville
rt—A. J. Paulus, Knoxville
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t—E. R. Alexander, College Station
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t—S. V. Burks, Kingsville
t—Ray L. Chappelle, Lubbock
sms—W. R. Sherrill, College Station
it—G. H. Morrison, Huntsville
it—Malcolm Orchard, College Station
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t—L. R. Humpherys, Logan

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s-t—W. Howard Martin, Burlington

VIRGINIA
d—Dabney S. Lancaster, Richmond
s—D. J. Howard, Richmond
ds—F. B. Cale, Appomattox
ds—T. V. Downing, Ivor
ds—J. O. Hoge, Blacksburg
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
t—Harry W. Sanders, Blacksburg
t—Henry C. Groseclose, Blacksburg
t—E. Y. Noblin, Blacksburg
t—C. E. Richards, Blacksburg
ct—A. J. Miller, Ettrick
ct—G. W. Owens, Ettrick
ct—J. R. Thomas, Ettrick

WASHINGTON
d—H. G. Halstead, Olympia
t-s—E. M. Webb, Pullman
t-s—Bert L. Brown, Pullman

WEST VIRGINIA
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s—John M. Lowe, Charleston
s—H. N. Hanaucker, Charleston
t—D. W. Parsons, Morgantown
t—M. C. Gasr, Morgantown
it—A. D. Longhouse, Morgantown

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d—C. L. Greiber, Madison
s—Louis M. Sasman, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
it—Clarence Bonsack, Madison
t—V. E. Nylin, Platteville
t—J. M. May, River Falls

WYOMING
d—Sam Hitchcock, Cheyenne
s—Jack Ruch, Cheyenne