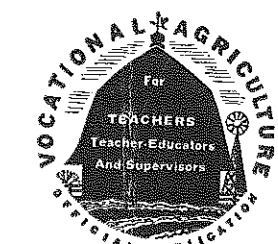


Pedagogically speaking, when a teacher's tongue is making 450 r.p.m. the pupils' brains are usually in neutral, so develop the gentle art of nasal breathing.



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 3, Iowa.

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

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

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Editorial Comment

Education for Better Rural Living

WRITING in the December, 1941 issue of *The Agricultural Education Magazine*, Dr. H. E. Babcock made the statement, "Today there is not a single job on a farm concerned with the actual production of farm products which pays a farmer or a member of his family as much per hour as they can earn doing their own carpentry, painting, paperhanging, and even the repairing and rebuilding of their tractors." The foregoing statement is probably as true in 1944 as it was in 1941 and Dr. Babcock could well have added, as he probably had in mind, other items which contribute toward higher standards of living for farm families. Gardening, plumbing, home sewing, shoe repairing, might be among the additional items.

A few years ago Prof. Harold F. Clark, who has spent many years traveling to study the factors in the culture of peoples which seem to result in some countries having higher standards of living than others, interested the Alfred P. Sloan Foundation in sponsoring certain educational experiments. The University of Kentucky secured the co-operation of a few schools, some to be used as control areas and others as experimental centers, and set up programs to concentrate upon problems of diet and foods. In those schools pupils are now starting in primary grades to learn to read by reading about gardens, chickens, eggs, goats, fish ponds, and such topics. The reading materials deal with some topics hitherto considered advanced but which have been "written down" to specific grade levels. It is too early to see what effect this type of education will have upon the diets of the children as they grow up.

About the same time the University of Florida started a similar set of experiments in the field of housing. A survey of housing in some Florida communities revealed that, almost within the shadows of a modern school of architecture, faults of house design are still perpetuated generation after generation. With some thought and study on the matter, school teachers have found they can teach about houses and that improvements do not necessarily mean the expenditure of large sums of money.

In 1942 the University of Vermont was given the problem of trying to discover some improvements in clothing education. Here again surveys have revealed the average family has had to clothe itself on almost unbelievably small cash outlays. Footwear accounts for about one-quarter of all clothing costs and so home shoe repairing has been included as part of the experimental school program. Sewing machines are the most common piece of household equipment, yet many of them are rusting away while the family buys ready-made garments. A survey showed a few scattered mothers standing out as beacons of ingenuity in re-making and remodeling old garments and in making new garments. They indicate possibilities for other families. Homemaking teachers and extension workers are doing much to spread this kind of clothing education but it would seem that the schools should do more. Thruout the whole school experience of children there needs to be study and discussion of clothing problems. Practice in acquiring necessary skills needs, also, to be greatly expanded.

It must be obvious to anyone, however, that problems of family economics are largely under the control of adults in the family and that, if children are to use the knowledge they get in school, they must have the co-operation and encouragement of their parents. This is perhaps an important argument for adult courses closely integrated with, or related to, school programs of children. Courses in family food production and conservation and in adult courses in homemaking are of this nature. Combined with adequately equipped community centers where the chief emphasis of learning is thru doing and where the centers are part of the public school facilities, children may begin learning basic principles of food, clothing, and housing in the lower grades, progressing in the later years to more complex problems and skills. In this sense, too, courses in farm machinery repair and in production enterprises may be related to the school program. It can hardly be denied that both adult and all-day programs in agriculture are strengthened when father and son are enrolled in courses similar in nature differing only in method.

ests, outlook, and experience. Likewise mother and daughter may both gain more from adult and all-day homemaking courses related in information and practice. Farm life is still a matter of home and business intermingled, dependent for success upon the co-operation of all family members. Many phases of running the farm business and the farm home cannot be clearly separated one from the other. Family food production and conservation including milk, poultry and eggs, meat, fruit, and vegetable crops, planned to supply family food needs, has to be a family affair requiring some part of farm labor and facilities. It needs, also, the understanding and planning by all members of the family. For instance, providing an adequate supply of vegetables for summer use and preservation purposes requires a certain amount of farm labor at a time of year when the farm crops cannot be neglected. Planning the garden so it can be worked with farm machinery reduces the amount of time required to work it. Repairing and remodeling the farm home may be done during slack seasons of farm work if all family members help in making plans.

Bradford Academy, experimental school in Vermont, is preparing to expand its program this year for out-of-school instruction. It serves as the public school for Bradford, housing grades four thru 12, has departments of homemaking and vocational agriculture, has a gymnasium and a good farm shop. The school administrators have reasoned that, since the evening courses in agriculture have been so successful, perhaps the school can offer further service on a community-center basis. Why not co-ordinate facilities and instruction to offer services to women in adult homemaking classes and even to children of the family in hobby and gym periods? And why not offer the farm shop not only for farm machinery repair but also for other types of shop work? There will be facilities for repairing shoes, repairing furniture, making kitchen cupboards, and for related shop work. The plans, at present, call for one evening a week when the school will be open for such work. Teachers and local persons with particular skills will be asked to help when needed and groups will be organized according to interests. An attempt will be made to encourage whole families to participate. There will be sewing and perhaps weaving and rug hooking. If a group desires, it may concentrate upon making slip-covers and curtains, re-upholstering, remodeling garments, making new garments, or other phases of sewing, or there may be a sewing group with all these activities going on. If the parents wish, there will be programs for children adapted to various age levels. The whole program will attempt to offer the instruction that is wanted and to offer the school's facilities for the use of the whole community.

What would be the result if we could somehow teach a whole new generation of farm boys and girls the skills of the jobs mentioned by Dr. Babcock so that they would feel confident in their abilities? It is at least interesting to speculate on what could happen to the appearance of the countryside if these boys and girls grew up with some knowledge of landscaping and, what is perhaps more important, a desire to make the farm home attractive. It is interesting to speculate, too, on what would happen if this same generation caught the desire and learned the necessary skills to make the interior of every farm home the most convenient and comfortable place possible. This generation could learn that every family may have a good, well-balanced diet no matter what its income. It could learn to provide adequate clothing for very little cash expense.

There is no mystery about how families could do all this. The necessary information is already at hand, altho it is unfortunate that much of it is still buried within books and bulletins which have been read by only a few persons. In our schools the children do not yet learn, by and large, the facts, the skills, the interpretive kind of thinking, by which they use their education in everyday situations. Generally speaking we have not yet learned how to teach pupils that the most important result of education is to take home what we learn and apply it in our daily lives.

Food, clothing, and housing are fundamental economic necessities of all people accounting, even in our highly industrialized country, for close to two-thirds of all the work-hours of our nation in normal times. Perhaps the day will come when

Professional

HENRY S. BRUNNER

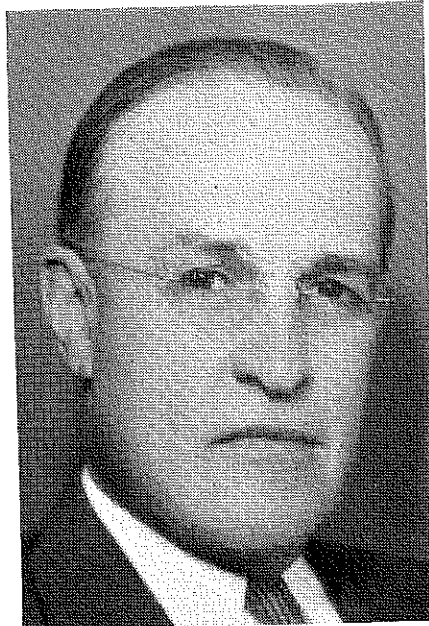
AGRICULTURAL EDUCATION Honors

Dr. Lindley H. Dennis

Secretary, American Vocational Association

It's a pleasure to recognize at this time our national secretary of the American Vocational Association, Dr. L. H. Dennis. The article has been prepared by his warm personal friend and associate, Dr. Henry S. Brunner. Doctor Brunner wishes to recognize as aiding in its compilation Dr. Homer J. Smith of the University of Minnesota, Dr. Ray Fife of Ohio State University and the following state directors of vocational education: Paul L. Cressman of Pennsylvania, John A. McCarthy of New Jersey, J. B. Hobdy of Alabama, Julian A. McPhee of California, R. W. Heim of Delaware, M. D. Mobley of Georgia, and R. H. Woods of Kentucky.

The best brief summary of Doctor Dennis' professional life is "the man who has done most for vocational education in America." This magazine thru its thousands of readers hails Doctor Dennis as a genuine leader and honors him for his life of service in a most worthy cause.



Dr. Lindley H. Dennis

with the importance and worth-while-ness of this field of endeavor."

"No man in America has had more to do with the development of our program of vocational education than Lindley H. Dennis."

Such were the comments and reactions of educators all over the country when they learned that an account of the work of Dr. L. H. Dennis in vocational education was to be summarized for this magazine.

Dr. Ray Fife, who was president of the American Vocational Association at the time that Mr. Dennis became executive secretary, says, "The position of A.V.A. national secretary is one that requires peculiar abilities and attributes. A type of educational leadership is demanded which rises above the level of petty politics; and yet is not lost in the maze of Washington political life. This leadership must be highly professional in character and yet cannot hide behind academic walls if it is to function. It must represent not only the interests of thousands of people who are professional educators engaged in the field of vocational education but the rights of millions of citizens of the United States who are entitled to opportunities for training in vocational education as a part of their educational heritage. It must command the professional respect of persons engaged in other fields of educational endeavor since many of the duties of the A.V.A. secretary are not legislative in character. Likewise, because vocational education has such a

"As early as 1912, Dr. Dennis championed vocational education legislation in Pennsylvania, and was called to a place of leadership in this commonwealth in that same year. He can truly be regarded as 'the father of vocational education in Pennsylvania'."

"He speaks constructively, knowingly,

home, its Washington representative must command equal respect in the several vocational fields. A successful A.V.A. secretary must have the courage to face a hostile committee and he must have the firmness to maintain the true principles of vocational education. There have been occasions in the life of the American Vocational Association when the decision of a moment represented vast differences in opportunities in vocational education for thousands of communities in the United States.

The duties and services of our executive secretary fall roughly under four headings:

1. Representing the American Vocational Association thru professional contacts with groups who may be interested in or benefited by the vocational education service.
2. Being available at Washington for services to business and trade associations, farm and labor organizations and officials, interested laymen, and Congressmen, concerning reliable facts relating to the services, achievements and needs of vocational education.
3. Promoting and assisting in the organization of state and local branches of the American Vocational Association; preparing news releases, magazine articles and the like.
4. Office responsibilities in relation to editing the News Bulletin; keeping records of and arranging services to, our membership; negotiating with exhibitors and advertisers in connection with the annual convention advertising space in the bulletin; and conducting various routine duties of office administration.

The members of the American Vocational Association were deeply impressed by the words of Mr. Dennis at the time he expressed a willingness to undertake these duties. In brief he said, "I am honored at this recognition of confidence by the A.V.A. I am happy to accept this new challenge because of my lifelong belief in the ideals and services of our National Vocational Education Organization. Furthermore, I realize, as never before, both the acute need and the unusual opportunities now present for a full-time executive secretary. I shall enter this new work with a determination to throw my entire energy into making this office the high place of service which you have outlined to me."

The training and background which prepared Mr. Dennis for his national leadership makes interesting reading. At the age of 16, after a boyhood spent on a New Hampshire farm, Lindley H. Dennis went to Pennsylvania to enroll at the Bloomsburg State Normal School—his first step toward a career in the profession of teaching. Following graduation from the normal school he enjoyed a period of rich and varied experience which included: work on Pennsylvania farms; foundry, machine shop, and construction jobs; work in hotel service; and 10 years as a teacher in the public high schools, with the responsibilities of a

During this time the urge for professional advancement kept Mr. Dennis doing college work whenever the opportunity presented itself. Courses were completed at Bucknell and Cornell Universities after which he became a student and part-time instructor at the Pennsylvania State College from which he was granted the B.S. degree in 1912. The degree was in Landscape Architecture but Mr. Dennis' class was only the second class to be graduated in this new curriculum and the work, still in the formative stages, involved much agricultural engineering, which fact casts more light on this man's diversity of interests and abilities.

In 1912 Mr. Dennis was called to the Pennsylvania State Department of Public Instruction to serve as specialist in agricultural education. In 1919 he was promoted to the directorship of the State Bureau of Vocational Education with responsibility for the administration of all branches of vocational education. Later he served as Deputy State Superintendent of Public Instruction, and continued in this dual position until the time of his leaving in the late spring of 1933, the year in which he completed his work for the M.A. degree in Educational Administration at Teachers College, Columbia University. Since that time Mr. Dennis has continued with graduate work at the American University and at George Washington University both in Washington, D. C., and has completed all the residence work for his doctorate at George Washington. He was given an honorary degree of Doctor of Vocational Education at John Brown University on the same occasion as Captain Eddie Rickenbacher was honored with a degree of Doctor of Aeronautical Engineering.

The services of our A.V.A. executive secretary to public education have been recognized in many ways. He has been a member of the High Council of the Alpha Zeta fraternity since 1913. He served as high chancellor on that council and is now general secretary and treasurer of fraternity. He is a member of the Phi Kappa Phi, Phi Delta Kappa, Gamma Sigma Delta, Iota Lambda Sigma, and Alpha Tau Alpha fraternities, and was honored with an Honorary American Farmer Degree at one of the national conventions of the Future Farmers of America.

In 1922 he was chosen president of the National Association of State Directors of Vocational Education and in 1923 was elected president of the Department of Vocational Education and Practical Arts of the National Education Association. During this same year he was elected president of the National Society for Vocational Education, and the next year was re-elected to this position for a second term. During his administration the American Vocational Association was organized by the union of the National Society for Vocational Education and the Vocational Education Association of the Midwest. At present in connection with his duties to the American Vocational Association, he is serving in the following diverse ways: U. S. Office of Education Committee on Disposal of Surplus Government-owned Property; Committee on Federal Aid for School Lunches; National Grange Youth Advisory Committee; National Committee on Vocational-Technical Education; Member of Executive Committee of Conference of 21 national education or

training; Consultant to Secretary of War on Pre-induction Training; Continuation Committee of Conference on International Student Relations; Chairman of A.V.A. Legislative Committee; Federal Schoolmen's Club and Cosmos Club of Washington, D. C.; and Washington Trade Association Executives.

Dr. Dennis is progressive; he is willing and anxious to accept and use new ideas constructively. His enjoyment in the development of modern transportation may be accepted as typical of his eagerness of spirit. His original trip from New Hampshire to Pennsylvania was a 400-mile trek on a bicycle. Nowadays, much of his travel (nearly 100,000 miles to date) is by airplane.

Dr. Homer J. Smith of the University of Minnesota has characterized Dr. Dennis in his present position very aptly: "From city to city thruout the nation, from place to place within each town, from one conference or committee session to another, in and out of convention halls and the official rooms of Washington—there goes Dennis, in the interest of A.V.A. members and for the better occupational preparation of people. He brought a rich background to our service and he has earned an enviable reputation for our Association among all with whom he has dealt. His acquaintanceship is unusually broad and his professional efforts unusually fruitful.

"He seems to have time, even in periods of greatest stress, to see that we are informed and to learn our thoughts about issues. He is a rare combination of quarterback and fullback. Holding the huddle until the signal is right, he takes the ball and stays with the interference. Yardage, downs and goals have been most gratifying. He hustles and his energy and enthusiasm are without limit.

"Lindley H. Dennis is ever alert to the interests of vocational education. That is his job. In promoting the cause he is successful because he knows its every phase. He goes about armed with facts and figures which enable him to appeal to reason, to pitch his campaign on a high plane. He never questions a man's interest in the education of youth. He is neither a 'lobbyist' nor a 'politician' in the common usage of those terms."

And so, just as he was one of the small group led by Doctor Prosser who met on Long Island nearly 30 years ago to formulate the Smith-Hughes Act, and just as all subsequent federal legislation for vocational education was very largely the result of Doctor Dennis' vision and leadership, we find him again taking the lead in plans for a greatly extended program of vocational education. It is good to know with confidence that he represents vocational education creditably, and that he can be counted upon always to stand for those things that seem to be sound on a long range basis in relation to other public service agencies.

Mr. John A. McCarthy, present President of the American Vocational Association, says, "Lindley H. Dennis in his educational activities has not sacrificed any of his qualities which are the characteristics of a Christian gentleman. His honesty of thinking in action has developed the respect of all with whom he makes daily contacts. He has many friends and it is my privilege to be numbered as one of them."

Many, many other workers in vocational education undoubtedly

Our Leadership



J. G. Glavin



J. F. Williams, Jr.



J. A. McPhee



J. A. Guitteau

NORTH, South, East, West—this month we go to the corners of our country for the leaders whom we recognize.

J. G. Glavin is the Supervisor in Massachusetts where Vocational Education was made popular by Dr. Rufus W. Stimpson. Mr. Glavin has been associated with education in Massachusetts for many years and is continuing the program for which that state is famous.

The great State of California with its enormous program of agricultural education has a man of appropriate dimensions to direct its activities. Dr. Julian A. McPhee is also president of the Technical School at San Luis Obispo—commonly referred to as "Cal. Poly." From chaos to contentment might be a statement of the record of change in the California program under Mr. McPhee's supervision. An able staff of assistants renders yeoman service to the program in the State which is famous for its unlimited supply of natural sunshine and gas.

Far to the southeast, working quietly but progressively, is Florida's supervisor—John F. Williams, Jr. *Agricultural Education* is particularly fond of Mr. Williams because for many years his teachers—colored as well as white—have been 100 percent subscribers to the magazine. Mr. Williams' program is well-balanced and aggressive. He ranks high among his associates in the region.

Far across the country in Washington we find J. A. Guitteau as Director of the program of Vocational Education and Supervisor of Agricultural Education. Mr. Guitteau, built apparently when lime was abundant and meat was cheap, has come up thru the ranks in his state and more recently has achieved recognition as vice-president of the American Vocational Association representing the large and popular field of agricultural education. Those familiar with his program credit Mr. Guitteau with aggressive

Methods of Teaching

G. P. DEYO

Developing Slide Films for Illinois Teachers of Vocational Agriculture

MELVIN HENDERSON, Teacher Education, University of Illinois, Urbana

WHATEVER success we have had in developing slide films that meet the needs of teachers and students of vocational agriculture in Illinois has been in large part due to the interest and co-operation of the teachers themselves. The groundwork was laid by the Illinois Association of Vocational Agriculture Teachers (I.A.-V.A.T.), which in 1940 appointed a visual aid committee to take the initiative in developing plans for the preparation of films which would fit the needs of Illinois teachers. If we appear to stress unduly the part which this committee and the teachers have had in this work, it is because both have co-operated with us to the fullest extent and also because we believe it is the first opportunity teachers of vocational agriculture have had to participate to any degree in the preparation of films for their own use.

During the school year of 1942-43 more than 20 slide films were completed on such subjects as swine sanitation, feeding for egg production, electrical wiring, mastitis in dairy cattle, and operation, repair and adjustment of the mower. Each one, when finally ready for photographing, was again checked by a subject-matter specialist, even though the specialist had assisted materially in developing the film.

Specialists and Teachers Assist

The two practices which we believe have had the greatest effect upon any success which we may have had are (1) that we have relied upon our specialists to decide what information should be included from a subject-matter standpoint and to determine its authenticity, and (2) that we have relied upon the teachers of vocational agriculture to determine how well the films meet their needs. This does not mean that we discourage the teachers from giving us their suggestions regarding subject matter, or the specialists from commenting on the effectiveness of the films in actual use.

Use in the classroom often shows a need for revision of films even after the greatest care has been taken in their preparation. For this reason, every slide film prepared for the first time is made with the intention of making necessary revisions before the next school year. To facilitate revision, we follow the practice of loaning the films instead of selling them. Contrary to expectation, the cost of this procedure is not large as a small number of prints will meet the needs of a relatively large number of teachers, most of whom can arrange to place their orders two or three weeks in advance. After revision, the films are made available for

This article summarizes some of the techniques used in Illinois in the development of slide films for vocational agriculture. The author of the article is willing to help persons in other states who write to him, but he will not be able to fill orders from their supply of film stock.—G. P. D.

Teacher Comments Used As Guide in Revision

Various plans are used to obtain suggestions for revising slide films. Some teachers voluntarily send us their criticisms. In other cases we invite comment by sending letters or by including a statement in the package with the film. We also hold meetings of teachers of vocational agriculture in various districts of the state in which an entire day is spent in reviewing films and in suggesting changes. The best suggestions are those which are made when the film is used or immediately afterward.

Altho the criticisms of subject-matter specialists, visual aid specialists and others not in daily and regular contact within vocational agriculture classes are welcomed, they are not likely to receive favorable consideration if they are contrary to the ideas of the teachers, unless the authenticity of the subject matter is involved.

I.A.V.A.T. Committee Reviews Original Slide Film Suggestions

In January 1944, the visual aid committee met to review the original suggestions for the preparation of slide films and to make such changes as were considered desirable in the light of two years of experience. A revised set of suggestions was drawn up, which it is interesting to note did not differ greatly from the original set. These revisions were mimeographed and sent to 102 Illinois teachers for their comments. The 102 teachers were those who had used one or more of our slide films during the school year. They were asked to write "yes" after each suggestion with which they agreed and "no" after each with which they did not agree. Eighty-nine teachers sent in replies.

There were 24 statements in the list of suggestions, so a return of about 2,000 answers were received. Of this number only 62 were "noes." A few teachers failed to answer one or two statements, and several others were apologetic in returning their answers because, as one said, "I don't know," but I do agree

Teachers Give Reactions to Revised Suggestions

Our conclusion from this survey was that in general they agree with the suggestions set up by the visual aid committee. Obviously the entire list of statements on which they were asked to give their opinion cannot be included here, but a few of them will give an idea of the points suggested in developing films for teaching vocational agriculture. The suggestions upon which there was most disagreement will probably be of greatest interest.

The statement, "A slide film may be entertaining and interesting but of little value as an educational teaching device," was agreed to by 76 of the 87 teachers answering, while 11 disagreed.

"The content of each frame should be such as to eliminate the necessity of teacher's lecture notes." Nine of 72 teachers said "no"; 63 said "yes."

"In general 'talkie film strips' (film strips accompanied by records) are inferior to slide films as devices for teaching vocational agriculture." Only 72 replied, of which nine disagreed and 63 agreed.

"In spite of the fact that kodachrome or colored pictures are a practical necessity for certain teaching material, the committee suggests the use of black and white pictures if the information can be effectively presented and taught with black and white." Of 89 teachers six disagreed; 83 agreed.

"A frame should be inserted which gives additional sources of information on the unit or subject matter presented in the slide film." Seven of 84 teachers said "no" while 77 said "yes."

These five statements account for almost two-thirds of the negative replies. On seven of the statements all agreed. Among those on which there was little disagreement are the following:

"The number of frames in a slide film or the length of time required to use a film are minor problems. Other things being equal, it is probably better to have a film of such length as to be completed within a class period, but periods vary in length and often it is not practicable to divide some units of subject matter." Only two of the 89 teachers disagreed.

"The statement on a given frame should convey the desired idea. Such statements as 'holding the sheep,' 'feeding the poultry flock,' 'and pruning the tree,' are of no value unless the purpose is to teach those observing what is being done. They have little use on frames intended for farm people." Eighty-six of the 89 replies agreed with this statement.

"Only one main idea should be included on a given frame, and the content of the frame and the quality and make-up of the material included should be such as to leave no doubt as to the idea to be conveyed. Pictures alone seldom do this." Two of 87 persons disagreed, but the disagreement may have been concerned with the last sentence.

The three statements following were accepted in full by all teachers who replied:

"The number of words on a frame should

sired idea, but sufficient words (regardless of number) should be used to convey the idea. Brevity at the expense of the idea is no more to be desired than is unnecessary wordiness."

"As far as possible, material that will 'date' the film—such as automobiles, tractors, dress, etc.—should be avoided. If such material must be used, the film should be revised often enough to keep it reasonably up to date, even tho the subject-matter and the script are still satisfactory."

"The criterion for judging the value of a slide film should be: How well does it fulfill its purpose in actual use? Plans should be made for revising films regardless of how much care was used in the original preparation or regardless of the ability of those who prepared them. 'The proof of the pudding is in the eating,' not in who the cook was, how good the recipe, or how well it was followed."

These samples of statements as outlined by the visual aid committee of the I.A.V.A.T. are probably sufficient to give an idea of the nature of the suggestions and an insight into the reason our teachers of vocational agriculture believe that slide films developed in accordance with their ideas meet their needs better than others.

Further Improvements Possible

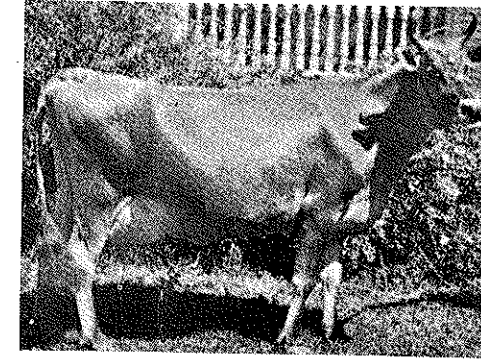
Many of our attempts have been amateurish. Most of the pictures are taken with a 35 mm. camera. From them enlarged glossy prints are made. The final slide film is made by photographing the glossy print which is mounted on a page with the desired script. In no case do we use a picture without a script. The glossy prints are not retouched before photographing. In spite of the nonprofessional quality of some of the films, the amazing thing is that our teachers seldom criticize this fault, but instead we receive such unsolicited statements as, "I'm more than satisfied with my latest film." "Your slide films have helped more than I can say." "Slide films developed during the past two years have been a wonderful help to us agriculture instructors."

Such comments as these indicate the extent to which teachers overlook certain details if the material is adapted to their needs. Of course when professional standards can also be incorporated, the films will be even more satisfactory. One machinery company whose home office is located in Illinois has expressed a desire to make available to our teachers slide films on the mower, combine, grain binder, and cornpicker. Because we believe that these films will meet certain standards which so far we have been unable to attain, we shall not attempt to revise our own films on these subjects, but shall plan to list this company's films for use by our teachers. What is more important, they have agreed to consider the teachers' suggestions before making the films.

To the reader who may be interested in the possibilities of developing slide films for teachers, let us say that the task is not too difficult; neither does it require a large expenditure of money. It does, however, require time and a great deal of careful thought to provide material which will meet the needs of the teachers who use them. Slide films will not solve all of our teaching problems. They do, however, constitute a valuable teaching device if they are carefully prepared and if the teachers

Building Film Strips

THE ESTIMATED AMOUNT OF FEED (Answer to problem on frame 45)



10 LBS
HAY

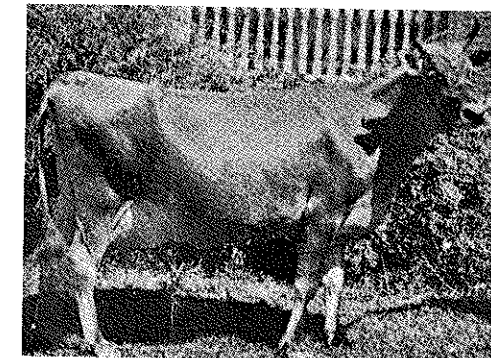
30 LBS
SILAGE

9 LBS
GRAIN

1000-LB. COW PRODUCING
25 LBS. MILK DAILY

First Frame

HOW MUCH FEED SHOULD THIS COW BE GIVEN?



P LBS.
HAY

P LBS.
SILAGE

P LBS.
GRAIN

1000-LB. COW PRODUCING
25 LBS. MILK DAILY

Second Frame

ESTIMATING THE AMOUNT OF FEED FOR A 1000-LB. COW* GIVING 25 LBS. MILK DAILY

(Solution to problem on previous frame)

1. Feed 2 lbs. roughage per cwt.
 $10 \times 2 = 20$ lbs. roughage
2. Silage may replace $\frac{1}{2}$ the hay at a rate of 3 lbs. to 1 lb. of hay
 $20 \div 2 = 10$ lbs. hay
 $10 \times 3 = 30$ lbs. silage
3. Feed 6 lbs. grain per 10 lbs. milk produced over 10 lbs.
 $25 - 10 = 15$ lbs.
 $15 / 10 \times 6 = 9$ lbs. grain

Answer: Feed daily 10 lbs. hay, 30 lbs. silage, and 9 lbs. grain.

* Jersey

Third Frame

Farming Programs

C. L. ANGERER

Why Have a Farming Program?

(From the Standpoint of the Student)

CARSIE HAMMONDS and W. R. TABB, Teacher Education, University of Kentucky



Carsie Hammonds



W. R. Tabb

IN YOUR course in vocational agriculture you spend some of your time in the classroom, dealing with problems in farming and farm life. You probably also spend part of your time in the farm shop. Perhaps you spend some of your time in class in taking field trips to farms in the community or to feed stores, farm-machinery houses, dairy plants, and such places. A very important part of your agriculture course is your *farming program*, which may be known as "supervised farming," "supervised practice," or by some other name. The farming program is usually carried out on the home farm, tho it is sometimes done elsewhere. It is a part of your work in vocational agriculture. Your farming program may consist of some animal projects and some crops projects and perhaps in doing certain other things on the farm, as will be explained later. It is always carried on under the general supervision of your teacher of agriculture. The teacher helps you make a success of your farming program. He helps you to know what practices to use, and helps you with any problems you may have in carrying on your program.

In your classwork in agriculture you study, discuss, and plan better ways of doing the things you mean to do. If you take advantage of these opportunities, you should want the best farming program you can have.

Some Things That Boys and Young Men Want

There are certain things which almost every normal boy or young man wants. Here are some of them. See if they fit you.

1. He wants to have some money of his own. He doesn't like to ask his parents for money every time he needs to buy something or wants a little money.

2. He would like to be less of a burden to his family. He wants to do something for himself and for other members of the family.

4. He wants to get ahead so that some day he can be "on his own." He doesn't like the idea of being dependent on "dad" and "mom" all his life.

5. He wants to learn how to earn more. He is not satisfied with knowing how to earn only \$50 a year when he might well earn \$500.

6. He wants other people to think well of him. He would like people to know that he can do things for himself and manage his own affairs.

7. He would like to receive recognition for doing a good job—especially recognition from his fellows and from persons he admires.

8. Deep down in his heart he wants to think well of himself. He can never think well of himself for doing a job poorly.

9. He wants, sometime, to follow an occupation or vocation. Thru his occupation he expects to provide the good things of life for himself and his family.

A Chance to Earn

A farming program gives boys and young men a chance to earn some money. At least a part of their farming programs is made up of projects from which they receive all or a part of the returns. For example, as a part of his farming program, a boy might have a hog project and a corn project from which he would receive the returns he made. Of course, he would pay all expenses, including rent on the land. Some boys, by the time they graduate from high school, make several hundred dollars a year from their farming programs. Most parents are willing to give their sons a chance to earn some money. They know that it is better for a boy to earn his own spending money than to give it to him; and they know that he should have the opportunity to save some money. When a boy earns his own money thru his farming program, he is much more likely to learn to spend money wisely than when the money is given to him. Also, if a boy is ever to learn to save money, he must learn it by *saving* money. If he is to learn to earn money, he must learn it by *earning* money. One learns what he practices.

Achieving Independence

You want to become independent within a few years. Independence is something that one achieves; he achieves it gradually, not all at once. It doesn't just come to him with the suddenness and ease of his 21st birthday. In primitive times the teen-age youth was not a dependent. He earned his own food, clothing, and shelter from the raw earth, as a member of the tribe. It is not well to

an opportunity to earn some money for himself, and should be given some responsibility in planning his work and in carrying out his plans. The habit of earning should be formed early. Early one should be permitted to make some decisions and carry them out. A farming program offers an excellent way by which one can achieve his independence. It gives him a chance to earn some money, to make some decisions and carry them out, and to prove to his parents that he is able and willing to assume some responsibility. It gives him an opportunity to prove what he can do.

Less of a Burden to Family

If you earn some money, you can be less of a burden to your family than if you earn nothing. If you earn some money, you can provide part or all of your spending money and perhaps can pay some of your personal expenses. Not all of your farming program is made up of projects from which you earn money. You have a chance to improve the way of doing many things on the farm and around the farm home. In bringing about these improvements, you can render a great service to your family. For example, suppose you did a good job with an improvement project in poultry—a project which you do not own and from which you receive no income. You might be able to double the profit from the poultry. Or suppose you did well the jobs of spraying the orchard, installing guard rails in the farrowing pens, installing a kitchen sink, or weighing the milk of each cow and testing it for butterfat once a month. Such jobs are known as supplementary practice. By doing them well, you might increase the farm income or make farm life more pleasant.

The Necessity for Practice in Learning

One learns only what he practices. One must *do* what he wants to *learn* to do. For example, without practice in riding a bicycle, one cannot learn to ride a bicycle. Without practice in being polite, one does not learn to be polite. And so on. One learns by improving his performance thru his practice. Unless one is becoming more polite, he is not learning politeness. One does not learn what is said to him or what he reads, but only what this causes him to do. This is true in bicycle riding, in producing hogs, in growing corn, in sharpening a saw, in milking a cow, or in anything else you can name. One will not learn more than he practices. This does not mean, of course, that one should not read or that he should not listen to what somebody else may tell him. Far from it. Neither does it mean that all one has to do is to practice. If you want to learn, you must practice in such a way that your practice will result in improvement in the way you perform. Thus you must find out the better way of doing things and then practice to do it the better

Practice in Learning to Farm

One of the biggest reasons for having a farming program or "supervised practice" is the chance it gives to learn farming thru practice. You cannot learn agriculture by just talking about it or by just watching somebody. If you want to learn agriculture, you must practice those things that you want to learn; you must practice doing them the right way or as nearly right as you can.

Farm boys often get a good deal of practice in doing certain chores and in doing or helping with many jobs in the way they are told to do them. This is all right, but it does not go far enough. For example, when the pigs are castrated, the boy's job may be to hold the pigs. Thus he has no chance to acquire skill in castrating. The boy often gets little or no practice in management. Somebody else makes all of the management decisions. For example, the boy may have no part in deciding how many acres of corn are to be grown, when the sows are to be bred, when the hay is to be cut, how the sheep are to be fed, the kind of spray material that is to be used, and so on.

In a good farming program, the boy or young man has a chance to practice making management decisions and to practice carrying them out. He also has a chance to practice, performing skilled jobs under supervision. Thus he acquires new abilities and learns improved practices.

Advance in F.F.A. Work

Advancement in Future Farmer work depends largely on what one does in his farming program. One of the requirements for the first degree, the Green Hand Degree, is to have satisfactory plans for a farming program. Two national requirements for the second degree, the Chapter Farmer Degree, are: (1) to have in operation an improved farming program, and (2) must have earned and saved from one's farming program at least \$25. For the State Farmer Degree, the national constitution requires that one must then have an *outstanding* farming program and that he must have earned and saved from farming or other work in agriculture at least \$250 (\$167 of this amount must have come from his farming program). For the American Farmer Degree the national constitution requires that one then have an outstanding farming program which shows much planning and continuation, growth, and increase in scope as shown by complete, accurate, and neat records. He must also have earned and saved from farming or other work in agriculture at least \$500 (\$333 of this amount must have been earned in his farming program). The savings in all of these degrees do not have to be in cash; they may be productively invested.

Establishment in Farming

If one is to farm, he must become established in farming; he must have some things to farm with. Usually he must have some animals, some tools and machinery, and \$500 or more in money. He may or may not own some land; he may rent land. He must at least have a place to farm. Unless one inherits or is given some of these things, he must

If one expects to go into partnership with his father, he increases his chances a great deal by having a good farming program in which he *grows* into partnership.

A farming program gives one the opportunity to earn money, to build up at least small good herds or numbers of the kinds of animals he wants, to overhaul or make certain kinds of tools and machinery he will need in farming, and to establish a credit rating. Thus one may be far along toward full establishment in farming when he finishes high school or at least within a few years after that time. Studies show that the boys and young men most likely to farm are those who have better-than-average farming programs and who have investments in farming when they leave high school.

What If You Do Not Farm?

You may be a farm boy who expects to follow some occupation other than farming, or a town boy who thinks he wants to be a farmer but is not sure. Should you have a farming program?

A large number of people who follow an occupation other than farming also have a vegetable garden and some flowers and shrubbery, some small fruits and maybe some tree fruits, some chickens, and perhaps a cow. In addition, there will be many repair and other improvement jobs to be done around the home. These people might be called part-time farmers. A farming program will help such people make a success of the agricultural undertakings. They will know how to do the things that are to be done.

Even if you decide to follow an occupation other than farming, you may still work with farm people and will find your farming program of great value to you in your work. It is to your advantage to understand the problems of the people you work with. Here are just a few of the occupations in which you would work or deal with farm people: farm-machinery business, rural or small-town banker, farm-credit service, fertilizer business, minister in a small town or rural community, hatchery operator, rural or small-town medical doctor, veterinarian, nursery business, grain-and-feed business, seed business, and county agent or teacher of agriculture. There are many others.

If you are a town boy and think you want to be a farmer but are not sure, a farming program will give you the chance to find out what you want to engage in. You will find out by doing the things, not by just learning *about* farming.

Summary Statement

You will want to have a farming program because of the opportunities it gives you. It will help you do many of the things you want to do, as already listed. It will give you a chance to earn some money, the chance to practice what you want to learn, the chance to achieve some degree of independence, the chance to learn a great deal, and the chance to prove to your parents and friends what you can do. The last-named opportunity is often overlooked, but it is very important. Your farming program will help you to become established in farming. It may give you the chance to bring about many improvements on the home farm and to contribute to the farm income and

Dr. K. L. Holloway Dies Following Long Illness

DR. Keith L. Holloway, 54, head of the department of agricultural education at the University of Arkansas for 20 years, died at a hospital in Prairie Grove. He had been in ill health for several months.



K. L. Holloway

Dr. Holloway was a native of Fort Smith. He attended high school in Dallas, Texas, and enrolled in Purdue University. He later transferred to the University of Arkansas College of Agriculture and received the degree of Bachelor of Science in agriculture. He received his degree of Master of Science from the University of Arkansas in 1924.

He was granted the degree of Doctor of Philosophy in 1933 by Cornell University.

Dr. Holloway was named head of the department of agricultural education immediately after receiving his master's degree, and he has worked at the University constantly since then, except for brief periods of time while completing work for his doctor's degree. Prior to joining the University of Arkansas faculty, he had taught in the Fort Worth, Texas, High School and at Arkansas State Teacher's College.

Dr. Holloway was a deacon in the First Presbyterian Church. He was chairman of the drive for funds among faculty members of the University for the chapel planned after the war, and was a member of several educational organizations, including the Arkansas Education Association, the Arkansas Vocational Association, and the American Vocational Association.

He is survived by his wife, Mrs. Clara LeForce Holloway, and two children, Mrs. Arthur Riggs of Dallas, Texas, and Keith, Jr., now a Marine Corps officer in the Southwest Pacific. His father, Dr. J. L. Holloway, a retired educator and osteopathist, lives in Dallas, Texas.—University News Letter.

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.

Keep your mind on the great and splendid thing you would like to do, and you will find yourself unconsciously seizing upon the opportunities that are required for the fulfillment of your desire.—Tony's Scrapbook.

Vocational training, no matter what its primary objective may be, spreads itself into the very fabric of the social order. It can be definitely classified as true education in the sense that it teaches how to live and how to enjoy life.—

WATSON ARMSTRONG

Farmer Classes

W. H. MARTIN

Home Vegetable Gardening Courses for Urban and Suburban Communities

THOMAS D. PITTS, Teacher, Newark, N. J.

COURSES in Vocational Agriculture can be adapted to and have practical value for adult residents of urban and suburban areas. As an experiment in this direction the Essex County Vocational Schools in New Jersey conducted OSYA Course No. 21, Home Vegetable Gardening, in six urban and suburban communities in Essex County in 1944. The following table gives information on the communities in which courses were operated.

Community	General Type	Number of Centers	Total Enrollment
Bloomfield	Suburban	1	19
East Orange	Urban	1	170
Irvington	Suburban	1	106
Newark	Urban-Industrial	2	60
Orange	Suburban	1	20
Roseland and Caldwell	Suburban-Rural	1	46

The course was intended primarily for those who were interested in operating Victory Gardens in 1944 and covered a period of 10 sessions. Seven of those meetings were held indoors at local schools or municipal buildings while three were held outdoors as demonstrations in local vegetable gardens. Since the courses were not begun until April it was necessary to accelerate the program so that the instruction would not lag far behind the season. Therefore, by staggering the outdoor demonstrations between and on the weeks that indoor meetings were held, it was possible to complete the work at each center in seven weeks and in ample time to provide the information so that the gardener had it when it was most needed.

Following is the topical outline of meetings that was given each member on his enrollment.

Meeting No. 1.

- Why you should plant a Victory Garden in 1944.
- Selecting the garden location.
- Selecting equipment needed for home vegetable gardening.
- Planning your vegetable garden.

Meeting No. 2.

- Securing seeds and plants.
- Starting plants in special plant beds.
- Preparing the garden soil.
- Improving the garden soil.

Meeting No. 3.

- Planting the garden.
- Transplanting vegetable crops.

Meeting No. 4.

- Cultivating, weeding, thinning.
- Staking and training tomatoes.
- Watering the garden.

Meeting No. 5.

Recognizing common diseases and insects of vegetable crops.
Dusting and spraying to prevent and control diseases and insects.

Protecting the garden from other pests.

Meeting No. 6.

Harvesting vegetables.
Storing vegetables.

Meeting No. 7.

Growing small fruit in the home garden. (Selecting, planting and caring for small fruits).

This outline was provided so that those members who could not attend all meetings would know in advance when their most troublesome gardening problems were to be discussed and could arrange to be present at those sessions.

When the course material was first organized, it was thought that the inclusion of some work on small fruits would be of value. However, as the classes progressed, it was recognized that this was too ambitious a program, and the seventh meeting was devoted to a review of vegetable gardening information and to open questions from the class members.

Six instructors taught the seven centers, each man being assigned a specific class. One man, a teacher of vocational agriculture, taught at two centers; one instructor was a retired farmer; three were high-school teachers, while the other was a shop teacher at the Vocational Schools. All of these men were selected for their knowledge of vegetable gardening and their ability to work with adult groups. Each had kept vegetable gardens for many years.

An instructor's outline for the course was made up by the Vocational Schools. Each teacher received a copy as a guide for his class teaching, together with reference bulletins and other teaching aids.

The course material was presented in class by lectures, demonstrations and discussions supplemented by motion pictures and film strips. Several Victory Garden bulletins prepared by the New Jersey State College of Agriculture were distributed to members. Following the regular two-hour class periods, the instructors were usually besieged with questions so that most classes actually approximated three hours.

The outdoor demonstrations were arranged by the instructors at the convenience of the members and to suit his schedule. Some were held in early evening, others on Saturdays and two on Sundays. These demonstrations were carried on chiefly in local individual or community Victory Gardens. Here the instructors had an opportunity to demonstrate jobs taken up in class, such as preparing the soil, liming and fertilizing,

Two of the groups conducted inspection tours in place of one of the demonstrations. In these cases the instructors with a few members visited a number of local gardens at which groups had assembled. Poor practices were criticized at these gardens and suggestions were made for their improvement. Some practices were demonstrated.

Three of the groups visited near-by market gardening farms where they were able to ask the farmers about their methods and to buy plants for their own gardens. Many members had never visited an intensively operated vegetable farm, and the trips stimulated a great deal of interest. A not unimportant result of these trips was the appreciation, which some members took away with them, of the problems involved in farming.

Following is a breakdown of the trainee-hours completed for each center:

Center	Trainee hours
Bloomfield	— 204
East Orange	— 852
Irvington	— 966
Newark-1	— 370
Newark-2	— 218
Orange	— 236
Roseland and Caldwell	— 418

A considerable number of members tended to come out only to those meetings in which they had some especial interest, or at which one of their particularly troublesome gardening problems was scheduled to be discussed. It was to attract this group that the topical outline of meetings was originally printed.

Instructors in all except one of the centers, which was located in a highly industrialized area, reported that the majority of members would like to attend another course next year. However, the greatest interest seemed to be in a general course on the care of the home grounds.

It is my opinion that, if funds were available, a very worth-while long range agricultural evening school program could be set up in many suburban and urban communities. Small home owners, professional gardeners and estate owners have many agricultural problems in the handling of their home grounds and would derive considerable benefit from a course in ground care, including such job instruction as planting, renovating and caring for the lawn; fertilizing trees; pruning shrubs; planning the home garden; caring for perennials; etc. Such a course might even be broken down and offered as short unit courses in lawn care, pruning, perennials, etc.

During the emergency, the FPWT, thru its course in Training the Farm Worker and in Home Vegetable Gardening, has brought the agricultural teacher in contact with the urban and suburban resident, and the association has been mutually beneficial to agriculture and the town and city dweller.

Guidance in Vocational Agriculture

A MODERN concept of guidance is that it should administer to the needs of the whole individual in terms of emotions, personality, and native capacities. It involves getting a thoro knowledge of the student and his surroundings. Its first goal is to help the individual to become familiar with his own interests and capabilities. No teacher in school, not even the coach, has a better opportunity to give guidance to his students than the teacher of vocational agriculture. The ordinary high-school teacher meets the student for one or two hours each day—and only in school situations. The teacher of agriculture sees the boy in school, he goes to his home, meets the parents, and can, if he wishes, become familiar with the secret ambitions and desires that are locked deep inside. The school counsellor or advisory teacher has his tests, case history and special techniques; the teacher of agriculture has a natural rapport that gives him a knowledge not only of the boy but also of parental and environmental influences. The trained counsellor has a polished desk and a private counselling room. The teacher of agriculture uses a corral fence for his laboratory, and, if he senses his responsibility, he can give the boy more guidance while teaching him how to solve a problem in management than can the school counsellor in a dozen interviews.

Some teachers of vocational agriculture have realized this tremendous opportunity that has been tossed into their laps by the nature of the programs in vocational education. These are the teachers whose praises are being broadcast by parents and by former students. They are the ones who today are receiving letters from all parts of the world expressing appreciation for the understanding, encouragement, and advice which was given while a mower was being repaired or while a calf was being fitted for show. On the other hand there is still a vast majority who are so wrapped up in their subject that they have forgotten that their primary objective is to administer to the needs of the boy. They go along blissfully ignorant of the fact that the boy may have a personal problem that far outshadows his problem in agricultural production. Somehow they need to be inoculated with the concept that their primary function is to aid in developing boys; that they should discover where the boys need help and supply it, whether the help is needed in thinking procedures, in solving personal problems, or in learning to dchorn a calf. In short, the teacher of agriculture who develops a concept of guidance to accompany his opportunity for boy contact will gradually grow in his own abilities; he will receive additional compensation in the form of appreciation and satisfaction in his work. And finally, he will be delivering a service beyond that for which he is being paid.



Leslie Nelson

KEEPING the all-day student of vocational agriculture in school is an eternal problem. In numerous cases teachers report that the primary cause of student withdrawal is a lack of interest in academic studies like English, history and mathematics. Undoubtedly there is ample evidence that this contention is based on fact. However, as teachers of vocational agriculture, we cannot afford to admit this problem has us "licked" without attempting to reduce the percentage of withdrawals due to difficulties involving academic studies.

Basically, much of this absence of youth interest in nonvocational subjects is due to a lack of understanding on the part of both student and academic instructor. Each needs the services of a diplomatic friend, i. e., the teacher of agriculture, to interpret one to the other. The boy's home situation, his interests, and his personality are well understood by the vocational men who also knows a good deal about the characteristics of a faculty colleague. Possessing such information, it follows that the agriculture teacher can frequently "pour oil on troubled waters" and avert scholastic wreckage by doing a good job of interpreting the boy to the teacher, and the teacher to the boy. A few words of explanation regarding the other's problems plus a personal plea for closer co-operation and tolerance will often accomplish wonders when the teacher of agriculture performs these duties in a casual, nonpartisan manner.

Many academic instructors unfortunately lack experience in rural living and cannot adequately comprehend the problems and interests of farm youth. Here again is a splendid opportunity for the teacher of vocational agriculture to further the educational progress of the community. Unquestionably, the majority of his co-workers on the faculty will welcome tactful suggestions as to how the subject matter in their respective fields can be made to function more effectively in the lives of their students. Hints as to practical farm problems involving the use of mathematics and science will be gladly received when properly offered. Teachers of English also will usually appreciate lists of topics for class themes and welcome recommendations as to types of reading material interesting to rural boys.

As the friend and counselor of farm boys the teacher of vocational agriculture is primarily concerned with helping these boys become happy, successful and useful citizens. When he constructively promotes better understanding between the boy and the academic instructor, he will reap results in fewer student withdrawals from high school. In this way the efficiency of his department and of the school will be increased, thereby rendering greater service to the community as a whole.



E. B. Knight

Will We Be Ready?

IN preparation for postwar agricultural education and particularly the regaining of lost ground, an important factor is the understanding of the common people of each interested community with reference to the program of vocational education in agriculture. No better device to this end has been proposed than a film strip or moving picture of good vocational agriculture in a given state. Preparation involves the selection of good subjects distributed over the entire program of a state and carefully photographed by a specialist in photography. More specifically, they might include pictures of class instruction in the classroom, the laboratory, and the shop, and on field trips, of farming program activities in a variety of stages and conditions. of the F.F.A. in action, of young and adult farmer groups in classes, on trips, and as individuals at home, and of a number of special events. Information related to the curriculum, local costs and requirements, could be presented as film charts or verbally. Obviously, then, the best display calls for pictures taken throughout the year, not just a rush order completed within a month. Such a series of planned pictures has what magazine and movie art directors call "story continuity."

Showing such a picture before a community group would go far in enabling them to know just what the requirements and the scope of this educational program are, and to decide whether or not they want vocational agriculture. The important thing is to be ready when the time comes. There is no best season of the year to take these pictures. It is better to take them now than to wait until the next year.

Education for Better Rural Living

(Continued from page 63)

even rural areas will be so highly industrialized that each family buys every last item and service it needs, producing only one item or service for others. Until that day arrives would it not be desirable for the local school to direct a portion of its effort toward education for improved living in farm and rural families? Cannot programs of adult education place some emphasis on courses intended to help families improve living without the expenditure of more money? Cannot the youth and adult programs be better co-ordinated and integrated rather than offered in a piecemeal, unrelated manner? It is possible. Agricultural education has led the way in Adult Education with emphasis on increased commercial production. Homemaking education has placed great emphasis on nutrition, clothing, and other phases of homemaking. The great challenge of today is to effect a working together of these services to develop a complete program in adult education which will relate to the common problems of rural families and which will be closely co-ordinated with the programs of education on the elementary and secondary school levels.

—M. B. M.

Comment: Mr. Maurice B. Morrill, the writer of the above editorial is director of Research in Applied Economics (Sloan Foundation). He is a former teacher of vocational agriculture in Vermont. The readers appreciate contributions from former teachers and the town and city dweller.

Farm Mechanics

R. W. CLINE

Farm-Shop Courses in a New England Rural High School

WALTER E. CURTIS, Teacher, Templeton, Massachusetts

TEMPLETON is a small town up among the hills of northern Massachusetts not far from the New Hampshire line. It cannot be classed as a predominantly agricultural community since there are several industrial plants in the town, but it is quite centrally located in a rural area where there is much good full-time agriculture and many part-time farmers.

In the fall of 1937 a department of vocational agriculture was established in the Templeton High School. This school has a normal enrollment of about 250; and the agricultural department, up until the time of the war, has averaged between 20 and 30 pupils, who come not only from Templeton but from several of the surrounding towns. It is a so-called one-man department.

Since the establishment of the department, farm-shop courses have been offered for a period of 10 weeks in the winter of each year. These courses take the form of a course in woodworking for the first- and second-year class and one in farm machinery repair for the third- and fourth-year class.

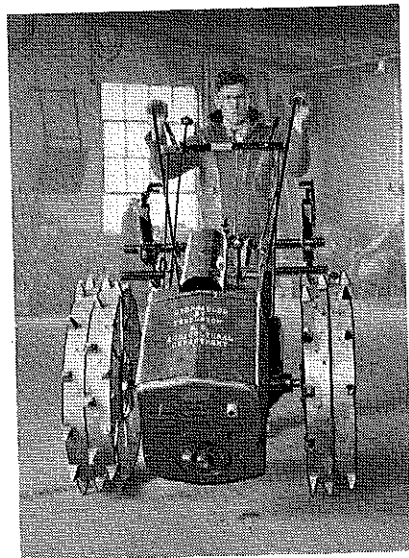
The woodworking classes are conducted in the school shop with the teacher of agriculture acting as the shop instructor. The school shop is equipped with individual benches and a very good assortment of woodworking tools, such as any good carpenter would have at his disposal. The purpose of the course as given is to acquaint the pupils with the ordinary woodworking tools available to the average farmer, and to enable them to become familiar with their care and use. This skill is acquired thru the building of farm equipment such as poultry feed hoppers, pig troughs, apple picking ladders, side boards for trucks, wood parts for farm machinery, miscellaneous farm equipment, and bookshelves, and doing various repair jobs, the materials being furnished by and the work done for the pupils themselves, their fathers, or local farmers.

No Power Machinery

There is no power-driven machinery in this workroom. The principal reason for this fact is the firm belief that, since power-driven woodworking machinery will in all probability not be available on most farms, the boys should be trained to do the work at hand with the kind of tools ordinarily found on the average farm.

The class in farm machinery repair has been conducted from the beginning in a local garage within close proximity to the school. Fortunately, this very well-equipped and well-lighted garage was

Practical Shop Project



This Templeton boy proudly displays his tractor painted and neatly stenciled—a credit to any farm shop

and were anxious to co-operate to the extent that the senior member acted as instructor for two years, until his death, when his partner took over the work. The latter continued teaching the course until he entered the service. Since that time another highly skilled local mechanic has served. The agricultural instructor has supervised this part of the work, keeping the records and assisting where needed.

Auto Repair Discontinued

In the beginning, some work was given in auto repair along with the repair of farm machinery, but this has been dropped for the most part for full-time work on farm machinery. The work covers tractors, power sprayers, power dusters, mowers, rakes, hay loaders, planters, ensilage cutters, harrows, plows, gas engines, and various other farm equipment, as it is available. Some light farm tractors have been constructed from used automobiles.

These jobs come from the boys' home farms and from local farmers. A near-by hospital that operates a farm also counts on the school department to overhaul, paint, and put into shape, its farm equipment. Since this institution has modern equipment, it furnishes a valuable source of teaching material that can be counted on every year.

In both the woodworking and the

boys' homes. When a boy works on something for himself, it always adds to his interest in the job. An example is that of a boy living on a dairy farm, where ensilage corn was grown and where they were very much in need of a corn binder. Under war conditions, no new one was available. This boy paid five dollars for a discarded binder, brought it to the school where the wood parts were replaced, spent some 30 dollars for new parts, and with the help of some other members of his class, rebuilt this machine in his farm machinery repair course so that it gave satisfactory service on the home farm and for his neighbors.

Paint and Stencil

One particular practice in the shop courses seems to have great value. When a job is finished, whether it be some piece of farm equipment made by the class in the woodworking shop or a job of machinery repair completed by the older group, it is plainly stenciled with the words "Made" or "Overhauled" whichever the case may be, "by the Templeton High School Agricultural Department." This practice acts as an incentive to both the instructor and the pupils to put out only first class work, of which they are proud. Also, as these jobs appear in increasing numbers on farms, not only in the home town but in surrounding towns, they prove to be one of the very best means of advertising the department.

To those familiar with farm-shop courses as given in our departments of agriculture, there can be no question as to their value. They do not in most cases, and were not intended to, produce highly skilled mechanics, but they do present to the pupil an opportunity to get the feel of tools and to develop a considerable ability in the overhaul, care, and handling of farm equipment. The mere fact that the boy has a chance to learn from first hand observation, for example, that lack of proper lubrication is one of the greatest causes of depreciation in farm machinery, may very materially affect his future farm practices.

Occasionally an exceptional boy becomes highly skilled. One such graduate of the Templeton department was employed for more than a year after his graduation on one of the largest farms in Vermont—the principal part of his job being to keep the farm machinery in repair.

The number of new farm shops and the improvements in old shops is difficult to estimate. A new workbench, additional tools, a tool cabinet or tool board with tools in place are some of the improvements made repeatedly by the boys enrolled.

And, finally, many boys so trained have taken their places in the armed forces of our country and have found this same shop training a big asset in a

Selling Farming Programs

IVAN G. FAY, Supervisor, Madison, Wisconsin

FOR many years a large corporation had insisted that all new men employed as salesmen be given two weeks training in the science of selling before they were sent out as representatives of the company. To test the efficiency of this training, 10 newly employed men were given training and their success in selling compared with 10 other men who were sent out at the same time with no study other than an explanation of goods and prices. At the end of three months the men who went out with carefully prepared selling plans had sold nearly 400 percent more merchandise than those with no training.

All teachers of vocational agriculture are convinced of the incalculable values of sound farming programs with their boys. Why is it that we still find so frequently the proverbial grade calf, the one-eighth acre of potatoes, the quarter-acre of popcorn as the whole story of a boy's "Farming Program." I am fully convinced that in nearly every such case it is not because the teacher is indifferent or satisfied with such tiddlywinks. It is because he has been a poor salesman. He has failed to sell the boy on a broad, worth-while farming program. He has not studied out the sales points by which he can arouse the eager interest of a boy in an all-round program of real scope.

Finds Sales Points

In an effort to find those sales points most effective in arousing and maintaining interest with boys in a real farming program, 22 experienced Wisconsin teachers responded to an invitation to list the major points by which they had succeeded in establishing successful and challenging farming programs with a large majority of the boys in their departments. While several ideas of minor importance were mentioned by a few of these men, the high lights of the suggestions advanced by a big majority of these teachers are included in the nine major points below. A few direct quotations are included for explanation or emphasis.

It should be understood that these are not the objectives of a farming program, but are the selling plan used in winning the boy's interest in initiating and developing a strong program thru which the true objectives may be realized.

1. The appreciative understanding and co-operation of the parents is absolutely essential in establishing and maintaining a strong program with the boy. Such co-operation should be sought by all possible means such as preschool visits with boy and parents, parent-teacher group meetings at school, and frequent boy-parent counsels on the home farm.

"I don't think the job is so much selling the program to the boy as it is to sell the program to the parents. . . . I think the biggest failures I ever had were from overselling the boy and not selling the



Ivan G. Fay

"I always meet with the parents and discuss with them the opportunities for their sons even before talking farming programs to the boys. I find if the boy has to sell his dad on the program, that is where it usually breaks down. I have no trouble in interesting the boy. First I want it well explained to the parent."

"We hold an open-house for mothers and dads to teach them the value of the experiences their boys are about to have. The parents must know all about the program if you wish their co-operation."

2. The one sales point most effective in stimulating interest in farming enterprises with the boy, and to no small degree with his parents as well, is to show him how he can make money thru a farming program.

"Making money I believe is the impetus for most of our success. Any boy or parent who can see when some money is to be made is an easy customer to sell a good farming program to."

"Emphasize the opportunity of making some money. In my opinion, this is the most important sales point."

"Sell the boy by showing him how he can make some money. Show him how he can earn as much money working part time on a project as he could full time as a hired man. . . . Every boy likes to own something. He can usually be sold on a farming program if he is shown how he can gain ownership."

Results Used in Classrooms

3. Farming programs should be continually sold in the classroom. The study of technical subject matter should always be illustrated by the records of boys who have had projects in that field. The careful planning of prospective programs should be done largely in the classroom.

"I spend three days or more during the first two weeks of school discussing with the freshman class the success stories of older students. . . . display prize ribbons. . . . recount incomes and sales from farming programs of various boys. There is scarcely a day thruout the school year but what some success or failure story is called to the attention of the class. If a sow farrows every class member is informed of the outcome. If some boy sells 200 pounds of wool at 50c, the whole class is informed. Failures are given just as much class publicity as is a success in order to attempt to prevent a similar failure with others."

"Ask outstanding upper class boys to come in and tell of their farming programs. They like to do it and it means more to freshmen than anything I could say."

"Give a boy as much background study as possible by using a day every week or two for freshmen and sophomores to use class time to work out units on different phases of their chosen enterprises."

4. The natural spirit of competition in most boys may be made a strong point in developing and maintaining interest in a farming program.

"We show our livestock at the county and local fairs. This is an incentive for better work and stimulates sale of breeding stock."

contests to stimulate interest. For instance, right now any boy who has nine pigs or more in a litter is invited to enter the 56-day weight contest. The desire and the appeal to win, whether it is with good livestock or crops, ranks high as a stimulus. The boys like it and so do I."

"Appeal to a boy's desire to show stock and build up a reputation for the sale of certain kinds of stock or crops."

5. Publicity may be made to play a very important role in building and maintaining interest with a boy in his work in agriculture.

"To maintain a high degree of interest in directed practice work, I believe it is necessary to publicize student activities. We take pictures of the boys and their livestock or crops and send these pictures with a story of the boys' activities to the local newspapers."

"I have found that publication of enterprise stories in local papers has helped a great deal. When boys are voted the State Farmer degree, the presentation is made before the whole assembly with a fitting program illustrating the recognition and honor. Any time one of the boys gets a special recognition for outstanding work, such as a gift from some foundation, I give it publicity. It makes the friends and neighbors proud of the boy and the school."

"Make up pictures of good projects on slides. When these are shown on the screen they give the boys plenty of pride and tend to inspire other boys. We print a news page in the local paper recognizing boys who are doing good work in farming programs. This year some of the outstanding boys were guests of the Rotary Club. They enjoy telling the city folks about their farming programs."

Show Good Programs

6. A project tour gives a boy the chance to see what other fellows are doing. It is a real sales point in promoting better work.

"When we are studying farming programs in the fall, I load the freshmen into the school bus and take them out to the homes of the boys who were freshmen the year before. The gilt project members are asked to stay at home on this day so they can have their gilt pens clean and their gilts oiled and ready to show off. They have posted on the walls all feed records, ages and weights of pigs, and prizes won at fairs. The owner of the pig takes over and discusses his program with the freshmen." (Of course I pick good boys and coach them before we go out.)

7. A system of awards in recognition of successful programs has proven to be a strong stimulus to better work.

"We have a letter award given on a point system. These letters are recognized as the equivalent of other school letters."

"We engrave the name of the senior boy, selected by the other senior boys on the basis of the most outstanding four-year farming program, on the base of a trophy. Each year the F.F.A. Advisory Council and myself select the outstanding farming program among the boys of the entire department and that boy is awarded a 100-pound gilt at the time of the annual banquet."

"We give awards for outstanding achievements. All boys earning \$100 or more from their farming programs are awarded a minor F.F.A. letter and all

Studies and Investigations

E. B. KNIGHT

A Study of the Summer Teaching Load of 27 Teachers of Vocational Agriculture in Southwestern Ohio

M. W. WALLACE, Teacher, Germantown, Ohio

OFTEN the criticism is heard from other teachers in the school system and persons not connected with the school that the teacher of vocational agriculture receives 12 months salary while other teachers in the system receive only nine or 10 months pay. Comparatively few people, except persons connected with vocational agriculture and parents of the students in the departments, know exactly how the teacher of agriculture uses his time in summer. The reader should bear in mind that this study was made during the months of June, July, and August of the year 1942. The vocational agriculture program was just beginning its all-out effort for the war. In view of this, one should not expect this study to show results comparable to the present wartime programs. However, the results of this study and our experiences in the present war programs should form an excellent basis for the planning of better postwar programs in agriculture.



M. W. Wallace

The Purpose of the Study

This study was undertaken in order to determine the areas of work in which the teachers are spending their time, and the amount of time devoted to the various areas of the summer program of work. The facts thus established may be used as one worth-while basis for any needed reorganization of individual summer programs of work.

The Procedure

After consultation with several authorities in vocational agriculture, it was decided that the most satisfactory method to use in securing accurate data would be to have a selected group of teachers keep weekly records of their activities. Thus, it became necessary to decide upon the activities to be included in the study. A suggested list was prepared on the basis of the activities listed in the "Vocational Agriculture Summer Program of Work for Ohio" and the activities performed by the author in 13 years of teaching. This list was submitted to six successful teachers for their criticisms and suggestions. As far as possible, they were made a part of the study.

cord data for each day of the week—referred to as a "Weekly Record of Activities." The questionnaire was divided into 11 areas; nine of the areas dealt with the regular agricultural activities while Area X provided for days of vacation and Area XI secured data on miles traveled during the week.

The teachers selected to co-operate in the study were all located in southwestern Ohio. This particular group was selected because they were within reasonable driving distance for the writer and could be visited during the period the data were being recorded. Forty teachers were originally selected to assist with the study. Three teachers were inducted into the armed forces before the reports were completed, while 10 teachers failed to complete their reports or submitted them too late to be included in the summary.

jobs. Space does not permit a detailed analysis of the amount of time given to each area by individual teachers.

The large amount of time devoted to the Professional Improvement Area needs some explanation. Attending county and district meetings for teachers of vocational agriculture accounted for 25.7 percent of the total time for professional improvement. Included in the district meetings was an emergency farm machinery school for five days for all teachers of vocational agriculture in the state.

Other activities in the Professional Improvement Area were reading and outlining references, attending summer school, conducting special studies or research, and attending other agricultural meetings.

In the area of School and Community Relationships, approximately 43 percent of the total time was devoted to organizing and promoting fairs and exhibits, and performing individual service for persons in the community. General school activities, assisting with 4-H Club work, and soil conservation work received considerable attention, too.

Approximately 80 percent of the time reported under the area of Supervised Farm Practice was devoted to the visiting

TABLE I

Percent of Time and Average Number of Hours Per Teacher Devoted to the Various Areas of the Summer Program of Work

Areas	Percent of Total Time	Average Number of Hours per Teacher For Each Area
Professional Improvement*	24.09	135.2
School and Community Relationships	17.16	96.5
Supervised Farming Programs	17.09	96
Future Farmers of America	11.92	67
Physical Facilities	11.56	64.8
All-Day Teaching	8.75	49.1
Records and Reports	4.46	24.9
Adult Farmer Education	2.51	14.1
Young Farmer Education	2.46	14
Total	100.0	561.6

*Includes time devoted to special technical training courses.

The Findings

A summary of the study as shown in Table I revealed that the average teacher devoted 561.6 hours to his summer program of work. The lowest number of hours reported by any teacher was 306, while the highest was 792 hours. Twenty-two of the 27 teachers reported that they worked 500 or more hours. Only one teacher worked less than 400 hours. Nine teachers spent over 600 hours on their summer programs. In general, the teachers with the largest enrollments (all-day, young farmer, and adult farmer students) reported the larger number of hours of summer work.

of all-day students. Assisting boys to secure livestock, seed, or supplies, and holding a conference with parents concerning their boys' farming programs were other important activities.

Forty-seven percent of the total number of hours reported in the area of Future Farmers of America was devoted to training judging teams and attending district and state judging contests. Building a state F.F.A. Camp, making educational trips or tours, and planning and attending regular F.F.A. meetings accounted for 24.6 percent of the total time.

The hours reported for the Physical Facilities Area were rather evenly distributed among the following jobs: rearranging agriculture classroom, rear-

ment, indexing bulletins, securing and filing reference material, and taking inventory of supplies and equipment. The average number of hours per teacher spent in improving physical facilities was 64.9 hours.

A large portion of the number of hours reported for the All-day Teaching Area was devoted to the following jobs: Planning all-day course of study for Agriculture I and II, Agriculture III and IV, and farm shop; contacting prospective all-day students; organizing teaching material, and making a preliminary survey of conditions of students' home farms. Only a few teachers reported time spent in making enterprise surveys.

Forty-six percent of the time reported for the Records and Reports Area was utilized in handling correspondence. Preparing the annual report to the State Department and keeping a record of the summer program of work were next in importance. (The author was, of course, responsible for the latter activity which required approximately four hours of each teacher's time). Preparing monthly reports of the vocational agriculture program for local boards of education and preparing F.F.A. reports for the state association were other activities.

Sixty-six percent of the time reported for the area of Adult Farmer Education was spent in visiting and assisting adult farmer students. Twenty-three teachers reported activity in this area. Twenty percent of the total time was devoted to making adult farmer surveys. Planning adult farmer courses of study and planning and promoting adult education trips and tours received only minor attention.

As in the case with the adult farmer education area, the majority of the time spent in the area of the Young Farmer Education was spent in visiting and assisting young farmer students. Two teachers taught and supervised OSA programs during the summer months. They accounted for 26 percent of the total hours for this area. Only passing attention was given to planning young farmer courses of study, making young farmer surveys, planning and assisting with meetings of young farmer associations, planning and promoting young farmer educational trips or tours, and planning picnics or special meetings for young farmers.

Recommendations

In summarizing this study of 27 summer programs of work, the data examined revealed several opportunities for improvement in the various programs of work. The writer realizes that a considerable number of factors which might influence the efficiency and effectiveness of a teacher's program of work could not be included in this study.

The suggested recommendations are as follows:

1. Greater emphasis should be placed on project supervision. If we agree that the boy's project program is the most important part of his school work, then it is only natural that we should spend the greatest amount of time in helping the students to successfully carry out his program and help him to become established in farming.

2. It would seem that the summer affords a good time to plan the all-day teaching program for the year. If quality

planned. Enterprise surveys and preliminary memorandums of students' home farm situations should be an important part of the all-day teaching plans, and both should be completed and summarized before school opens in the fall.

3. Every chapter of Future Farmers of America should be active thruout the year. Active chapters find activities for all months of the year and some chapters find it most convenient to use part of the summer meetings to outline a program of work for the year.

4. There is a real opportunity for teachers of agriculture to improve the quality of work in Young Farmer Education by (1) devoting more time to planning the course of study, (2) holding regular summer meetings of their young farmer association, and (3) visiting more of the young farmers and visiting them oftener. Certainly if young farmer courses are to be of value, there must be adequate follow-up during the summer months. (Of course the war has interrupted many young farmer courses, but we should plan now for postwar programs).

5. Adult Education offers a challenge to all teachers. Farmers today are faced with many production and management problems and it would seem that most of the farmers would welcome the opportunity to attend courses which would help them solve such problems. In addition to the need of more courses, there seems to be an opportunity for better planning of courses of study for adult farmers as well as more hours devoted to supervision.

6. Every teacher should provide the time in his program necessary for cleaning, arranging, and replacing the physical equipment in his department. Physical equipment is essential to a well organized teaching program.

7. The area of School and Community Relationships covers more activities than any other area. No two teachers will place the same emphasis of time and effort on the same activity. However, the author feels that every teacher should have a working relationship with the persons and organizations in his community that are interested in improving the social, moral, religious, and economic status of the people in the community.

8. Many new books and bulletins are published each year which contain a considerable amount of new and useful information. Reading and outlining these references could well be incorporated into the summer program of work, so that the material would be in a usable form when school starts in the fall.

9. More teachers should utilize the opportunity to keep local board members informed of their summer activities thru the use of monthly reports. Many vocational leaders and teachers have expressed the opinion that teachers have much to gain by making monthly reports of summer duties and activities to the local board of education.

Ohio Transferred

Ohio was transferred from the North Atlantic Region to the North Central Region in Vocational Education according to instructions received from Washington. The action, effective July 1, was a complete surprise to all the State Supervisors. Since Ohio's farming status is comparable to that in the central states,

Selling Farming Programs

(Continued from page 73)

who earn \$500 or more are given a major letter."

8. An active F.F.A. chapter may be made a promotional device for better farming programs. Its general program encourages superior work and it offers the incentive of honors to be won by the attainment of higher degrees.

"The F.F.A. is my best selling point and I tie the entire program up with the F.F.A. principles."

"If the teacher can lay the correct foundation of a real F.F.A. understanding among his students, he will have gone a long way toward winning the farming program battle. In communities where the F.F.A. exists for correct purposes, instead of a basketball headquarters, you will usually find that students know what farming programs are all about. I have found this to pay dividends in our department."

"The F.F.A. chapter encourages complete participation in farming program activities and, as one of their goals, they plan for 100 percent completion of all programs."

9. The foundation of all attempts to interest boys in developing worth-while farming programs is sound classroom teaching.

"Do a good job in the classroom when you teach improved practices in farming. If the right practices are well taught the boy will practice them. Too much time is spent worrying about the practice of improved methods and not enough time in thoroly teaching them. If boys do not practice improved methods on the farm, that material has not been well taught. When we learn something and believe it, we practice it. Always keep in mind sound teaching."

"My boys use our project summaries as an aid in selecting their farming programs and in deciding the practices they will follow. Thus, my teaching is more effective."

This plan for interesting boys in a real farming program is not the dream of a teacher-trainer. It is a sales plan developed and used by a group of experienced teachers who are getting results. If you are disappointed with the farming programs of your boys, try this plan for building interest.

First National Officers

The first National Officers of the Future Farmers of America for 1928-29 were:

President, Leslie Applegate, Freehold, New Jersey; First Vice-President, Alvin Reimer,* Beatrice, Nebraska; Second Vice-President, Lawrence Augenstine, Ashley, Ohio; Third Vice-President, Sam Pickering,* Gentry, Arkansas; Fourth Vice-President, Arthur Ketterlin, Santa Rosa, California; Student Secretary, Don Dosey,* Yume, Colorado; Executive Secretary-Treasurer, Henry Groseclose, State Board of Education, Richmond, Virginia; Adviser, Dr. C. H. Lane, Federal Board for Vocational Education, Washington, D. C.

*These members did not hold the American Farmer degree. The degree that national officers had to be elected from members holding the American Farmer

Future Farmers of America

A. W. TENNEY

Georgia's First "F.F.A. Reunion" Recognizes Achievements

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

GEORGIA Future Farmers held the spotlight in downtown Atlanta on February 25 and won the plaudits of distinguished citizens from all sections of the state.



T. G. Walters

The occasion was a banquet at the Piedmont Hotel honoring former and active members who have been awarded the American Farmer degree and the Star Georgia Planter title and the winners in the state-wide Food-for-Victory Achievement Contest.

It was the first reunion of boys of other years with those who are winning honors today. Before the festivities were over there were many requests that it be made an annual affair.

Present were 13 American Farmers, five Star Georgia Planters, and two who have been awarded both honors. All of them are engaged in farming and, from the records presented at the banquet, have made outstanding successes.

Sharing honors with them were the three state prizewinners in the Food Production contest. They received checks totaling \$800 in recognition of their accomplishments last year.

State F.F.A. officers, as hosts, conducted all of the ceremonies. Altho it was the first time they had worked together since being elected last fall at the Macon rally, they moved thru the program faultlessly.

The guests included members of the State Board of Education, executives of the State Department of Education, faculty members of the University of Georgia, business and professional leaders, members of county and city school boards, supervisors of vocational agriculture, teachers of vocational agriculture, and others.

Glenn Dorris, Jr. of Douglasville, president of the state association, called the meeting to order and, with all state officers at their stations, proceeded with the F.F.A. opening ceremony. He then called on Dr. M. D. Collins, state superintendent of schools, to offer the invocation.

Program High-Spots Presented

After dinner was served President Dorris called on three speakers to discuss briefly the history, aims, ideals, and accomplishments of the Future Farmers of America.

Glenn Dorris, Jr. of Douglasville,

chapters, said, "The experience we get in the chapter in planning our projects, transacting our business, and working together will be helpful to me in everything I do in school and afterwards."

First vice president Eugene Parker of Sale City outlined the scope and activities of the state association. He said in part:

"The first local chapter in Georgia was organized the same year the national association was formed—1928. By the summer of 1929 we had enough chapters to form a state association. Since that time thousands of Georgia farm boys have gained inspiration and developed confidence in themselves as a result of their participation in the F.F.A."

"A large percent of these young men are applying the knowledge gained from their training in vocational agriculture and are putting into action the inspiration received from participating in the F.F.A. Thus they are helping to make Georgia a finer and more prosperous agricultural state. Now we have three hundred active chapters with a membership of about ten thousand. Our boys have been awarded national honors year after year."

"Thirty-five have received the American Farmer degree, the highest honor in our organization. Others have held offices in the national association. Each year we send a delegation to the national convention where we have an opportunity to meet farm boys from other states, find out what other associations and chapters are doing, see the sights of the big cities, and have lots of fun."

"Thru the help of good friends we have developed a camp of 350 acres at Lake Jackson, with permanent buildings housing 400 boys, an auditorium, a dormitory, a dining hall, and a hospital. This property is owned by our State Association. Until gas restrictions reduced travel, the camp was opened every summer and we always took our vacations there."

"Last fall approximately two thousand F.F.A. members gathered in Macon for a two-day state rally. The program consisted of plant, tree and seed identification contests, livestock judging, and a general meeting at the municipal auditorium. Future Farmer members exhibited approximately five hundred head of beef cattle, dairy cattle, hogs, and sheep. Since the war started, we have increased our production of all essential crops and have devoted much time to community activities."

"Thru last June our chapters had bought about \$19,000 worth of War Bonds and individual members had invested \$78,000 in Bonds and Stamps. Also the state association had \$1,000 invested in War Bonds. We had collected

pounds of scrap paper, 20,000 pounds of rags and 191,000 pounds of rubber. Since then we have bought more Bonds and Stamps and collected more scrap."

"Our boys not only produced more food but we helped to conserve that grown by others. After school we worked in canning plants and dehydrating plants. Many of these plants have been built by the boys themselves. In some places F.F.A. members cut the timber, sawed the lumber, and erected the buildings. In others we have earned the money to buy some equipment needed at school, such as feed mills, or built them out of junked machinery."

"We know that the work we do in the F.F.A. will help us make a success in farming and become worth-while citizens in the state and community."

The National Association

Past President Warren Luckey of Harlem, speaking of the national association, said in part:

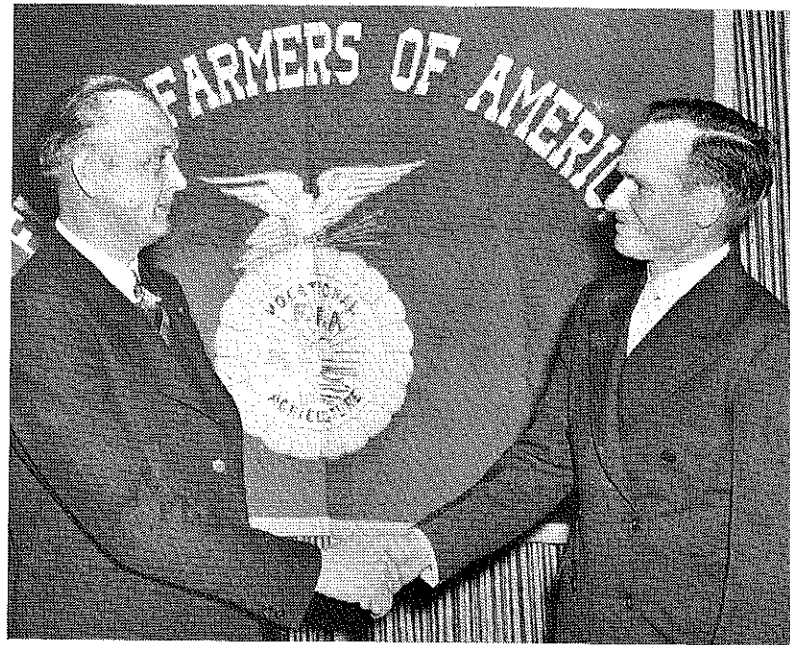
"In 1926, Prof. Henry C. Groseclose, of Blacksburg, Virginia, who was then engaged in teacher-training in vocational agriculture in his state, conceived the idea of an organization to help farm boys develop self-reliance, industry, qualities of leadership, and an appreciation of agriculture. He recalled that, in the early history of Virginia, farmers and plantation owners were the "first families of Virginia"—the F.F.A. leaders in all walks of life. Washington, Jefferson and others of that era were successful farmers as well as statesmen. Why not hold them up to farm boys of this age as worthy ideals? So Mr. Groseclose decided to try to organize students in vocational agriculture as F.F.V.'s—Future Farmers of Virginia. He worked out a constitution and a beautiful ritual for the opening and the closing ceremonies and the various degrees. The idea was enthusiastically received in Virginia and quickly spread to other states."

"In 1928 the various state associations got together and formed the national body—the Future Farmers of America. Today there are 49 state associations—one in each state, except Rhode Island, and in Hawaii and Puerto Rico—in the National Organization. They represent 6,000 local chapters with an active membership of over 200,000. IT IS THE ONLY NATIONAL ORGANIZATION OF FARM BOYS."

"Our program is expressed in the motto: "Learning to do; doing to learn; earning to live; living to serve."

"Every member of the F.F.A. is required to carry on supervised farming programs. In other words, to actually farm while in school and to keep records. Advancement in the various degrees—Green Hand, Chapter Farmer, State Planter, and American Farmer—comes only thru accomplishments on the farm, in the classroom, and in the community."

"There are many former F.F.A. boys now in high places thruout the nation."



At the first F.F.A. reunion of the American and State Farmers in Georgia, their first American Farmer, Albert Sosebee (left) of Epworth, and David Newton of Moultrie, the first Star Farmer Planter, meet to exchange happy reminiscences. May other states follow the example of Georgia in recognizing the contribution of the F.F.A.

today operating farms and engaged in allied occupations. There are also thousands of stars in our national service flag.

"Those who have remained at home are producing feeds, foods, and other vital commodities."

American and State Farmers Presented

In presenting the American Farmers and the Star Georgia Planters, President Dorris said:

"As F.F.A. members, they made outstanding records in the national organization, the state association and their respective local chapters. All of them earned the Georgia Planter degree, which can be conferred only by the state association. Others received the title of Star Georgia Planter, the highest honor in the gift of the state association. Others received national recognition by winning the American Farmer degree—the highest rank in the F.F.A."

"Every year since 1929 Georgia boys have merited this national honor. Since 1932 the state association has been selecting annually the boy who has the most outstanding record for the title of 'Star Georgia Planter.'

"These boys of other years are living examples of students of vocational agriculture and F.F.A. members who have gone on to make a success in agriculture. Their achievements since leaving school are an inspiration to us and give us a goal worth striving for. They have been and now are engaged in the business of farming which today is an essential war industry."

As each American Farmer and Star

Home Gardening

(Continued from page 70)

However, these people have many agricultural problems other than raising vegetables and will continue to have them after the emergency.

Altho some efforts are made by agricultural agencies to assist this group with

Georgia Planter was presented, his record of achievement since leaving school was read by an officer of the state association. Round after round of applause followed the reading of each record.

To respond, President Dorris called on Albert Sosebee of Epworth, winner of the American Farmer degree in 1929 and the first Georgia boy to achieve this rank. Mr. Sosebee said F.F.A. work had been an inspiration to him, not only while in school but also thruout the years that have followed.

David Newton of Moultrie, the first Star Georgia Planter, was then called upon. He made a stirring talk on the value of training in vocational agriculture and of F.F.A. membership.

The prize money in the Food-for-Victory Achievement Contest was presented by C. H. Bishop of Sears, Roebuck and Company, Atlanta. In presenting the prize money Mr. Bishop said:

"When I looked over the records of these boys, I was amazed at what they have accomplished. If every farmer in this nation produces as much this year as these boys did in 1943, the problem of food shortage will have been solved."

This was the climax to the celebration. President Dorris called on Dr. Collins for the concluding speech. Dr. Collins said this was one meeting of farmers where no one tried to give them any advice. On the contrary, it was a meeting where others had been told what these young farmers had done. "The record," he said, "speaks for itself. It shows the value of a program in agricultural education of the type now being carried on in Georgia schools."

courses have been organized to teach the homeowner the proper practices to be followed in pruning shrubs, transplanting shrubs and trees, propagating perennials, and a hundred other jobs on the home grounds. Here is an opportunity for vocational agriculture to provide useful instruction in a related agricultural field that will return to the community.

Rockwell City, Iowa, Is First in Food Contest

FIRST honors and a prize of \$163.67 were awarded to Rockwell City F.F.A. Chapter in the 1943 Food for Victory Contest. Second honors and a check for \$138.67 went to the Mount Ayr Chapter. The third award of \$113.68 was made to the Mapleton vocational department. The fourth honors and a check for \$88.68 went to the Marengo Chapter and a fifth award of \$63.68 to the Spencer Chapter.

The Food for Victory Contest was designed to encourage (1) increased production of those farm commodities which have been designated as critical, (2) increased efficiency in farm production thru the use of improved practices, (3) increased repair of farm machinery, tools, and equipment, and (4) increased construction of farm equipment needed for increased production.

The award money must be used to purchase high quality livestock, poultry, seed, fertilizer, or farm equipment to aid in the increased production of needed farm commodities.

The winner of the contest, the Golden Buckle Chapter of Rockwell City, Iowa, made an outstanding record. The 22 members of the chapter reported increases in production as follows: pork 29,072 pounds, a 165 percent increase; beef 4,292 pounds, a 162 percent increase; mutton 2,475 pounds, a 60 percent increase; 1,000 bushels of soybeans, a 526 percent increase; and 3,740 bushels of corn, a 180 percent increase. In addition, added projects in the supervised farming programs of students include 1,602 pounds poultry, 475 dozen eggs, 11,350 pounds of milk, and 500 pounds of butterfat.

A total of 77 farm machines, implements, and tools were repaired during the year increasing their value by \$1,065. Larger machines repaired were 10 mowers, 6 binders, 5 combines, 4 tractors, 4 wagons, 2 hayracks, 2 planters, 2 plows, 2 disks, 2 windrowers, and 2 shellers. Farm equipment constructed included 84 items with a total value of \$1,929. These included 29 chicken feeders, 12 chicken nests, 9 pig brooders, 7 hog feeders, 4 hog houses, 6 hayracks, 3 brooder houses, and miscellaneous equipment.

Increases were in the farming programs of the students and do not include other increases on the home farms and farms in the community resulting from the work of individual members of the department or F.F.A. chapters. Of the 23 members of the chapter entering the contest, 22 completed with one entering military service during the year.

Correction

In the August issue describing the State Camp in West Virginia, credit for the open-air amphitheater should have been given to the Daughters of the American Revolution.

Every human being that amounts to anything has had to fight. He may not have fought with his fists, but he has had to use the same qualities that a prize fighter has to have if he wants to win—

Farming Program Supervision

ELWOOD JUERGENSON, Critic Teacher, Linden, California

IN THE hurly-burly, "win-the-war" atmosphere existing in most departments of vocational agriculture, instructors have been forced, by the extraordinary duties thrust upon them, to find short cuts in their efforts towards carrying out the primary purpose of teaching vocational agriculture—that of getting young men established in agriculture. A strong post-war vocational program depends to a large extent upon how well this theme is carried out now.

Here is one method in home farming supervision that has worked out well in our own department and may be particularly valuable in these times, if transportation facilities permit.

This is a means of supervising home-farming programs of future farmers so as to inspect, criticize, and recommend practices to follow; it includes classroom, field trip, and instructor supervision as its techniques.

Second-, third-, and fourth-year students are supervised in the following manner:

An explanation is made to the class that each member will have his farming program inspected by the rest of the class, and he in turn will have a chance to inspect his classmates' farming programs. Contact is made beforehand with each student, so he will have a chance to prepare himself and his farm accounts.

In the classroom the student, whose farming program is to be inspected, answers the following questions which are put on the blackboard:

Parents' Farming Operations

Size Enterprise
 Type of farming program: ownership, partner, share, or rent (check one)
 Occupation of parent
 Main enterprises in community

The reason for doing this part in the classroom is that it serves as an introduction and gives the rest of the class an interest and background. Also the above questions are in no way absolute and might best be brought out by the entire class the day before.

Before leaving the classroom the following forms are distributed and enough time taken to write down the information regarding the home ranch.

Student Farming Program

- Name Age Yr. in Ag
- What did he start with
- What does he now have
- Does his F. P. fit the farm
- Is it well balanced
- Is it properly managed
- Is it of proper size
- Condition of farm accounts:

a. accurate	c. complete
b. neat	d. up-to-date
- Is his program profitable
- Amount invested in farming
- Are there evidences of improved practices
- What has he done in farming mechanics
- What are his future plans
- Your recommendations

SIGNED
 Farm Program Judge

Swanson Acting Agent

Mr. H. B. Swanson has been announced as Acting Regional Agent for the North Atlantic Region pending the appointment of a successor to the late Dr.

The Editor's Comment

THE writer has not done himself justice in this excellent teaching situation. There was *planning* by each boy as he prepared to conduct the inspection of his farming program. There was experience in *carrying out the plan* in presenting his program to his class members. There were reasons given for the practices being followed, *reasoning* that conveyor of *understanding*. On the part of each observer there was experience in *analytical thinking* which Dewey rates next to creative thinking, the experience of thinking a farming situation into its parts and distinguishing the good from the bad. There was the experience of all in giving and receiving criticism, fairly, kindly, yet effectively. There was also practice in that highly desired ability—*judgment*; in this case, judgment of normal farming situations with the resulting appraisal of the situations in whole or in part. If these were some of the worth-while outcomes, were they not equally important as goals?

We need many more situations that provide these types of thinking.

Banquet Banter

Toastmaster: When committee was choosing speaker for this banquet they expressed desire to get man familiar with agricultural practices being followed by Future Farmers in other states. I suggested man whom I knew had traveled considerably thru the southern states. I understand that, when our speaker and some co-workers were traveling thru the South last summer, they approached little town where large poster advertised old-fashioned camp meeting. They admitted curiosity about Negro camp meeting and after discussion decided to attend. Took seats in the rear of the church. Sermon topic was "Evils of Liquor." The colored preacher exhorted hither and yon, including "If I had power I would take all de beer, I would take all de whiskey, de wine, de brandy and de moonshine in this hyar state and pour it into de riber until de banks would overflow." The sermon soon ended. Preacher asked for a closing selection. Our speaker arose promptly and suggested, "Let's sing Number 144, 'Shall We Gather at the River'." Ladies and gentlemen, I give you Mr. "B" as speaker.

Speaker: Ladies and gentlemen, when I received invitation from Bill to speak at banquet was very pleased. Told Bill I would come if he would take afternoon off and drive me around and show me some of splendid farming programs carried on by his classmates. Certainly was pleased to see fine hogs, poultry, cattle, and crops. However, had a little trouble with Bill. You know how proud he is of the chapter and all farming programs. Well, as we were driving down road, Bill would constantly take hand from steering wheel and point out and brag about this farming program and that. Just as we were passing John's home, Bill started to point out John's splendid flock of chickens. As he removed hand from wheel, car left road, into the ditch and back up on road. About this time I suggested to Bill that I would appreciate a little more steer and a little less

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 s—Stanley S. Richardson, Boise
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 it—A. D. Longhouse, Morgantown
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 it—V. E. Nylin, Platteville
 it—J. M. May, River Falls
- Wyoming**

Upon arriving at the farm, the instructor makes the necessary introduction and turns the class over to the student whose farming program is being inspected, with instructions to tell:

- What he now has and is doing
- What he had last year and when he started