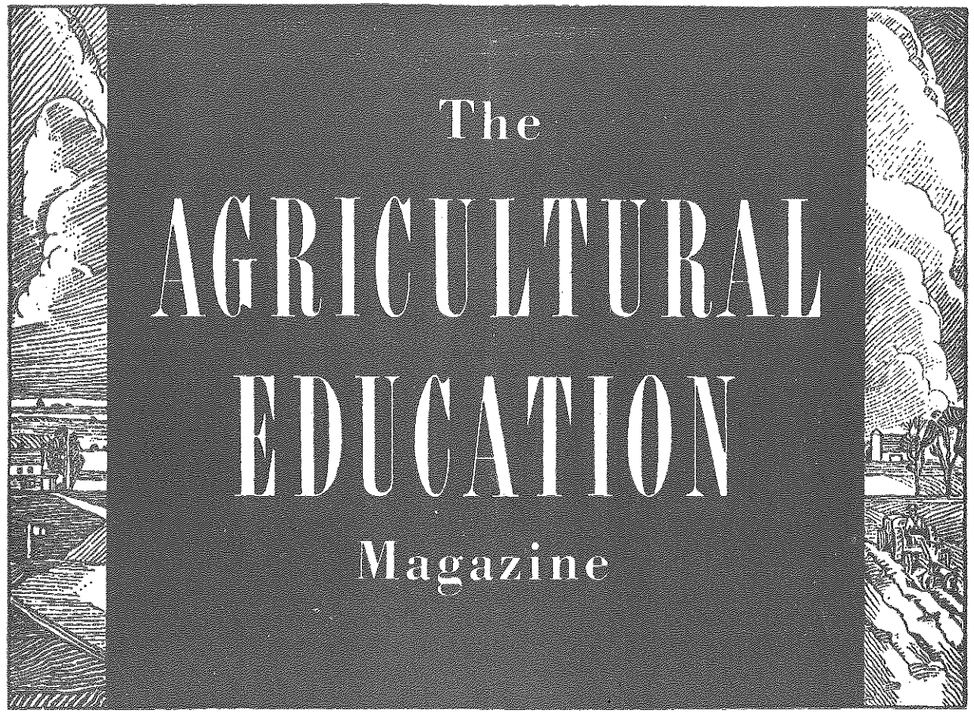
Vol. 17 December, 1944 No. 6



It is my joy in life to find
At each turning of the road
The strong arms of a comrade kind,
To help me onward with my load.

But, as I have no gold to give,
Love alone must make amends;
My only prayer is — while I live,
God make me worthy of my friends.

— *Unknown*

The Agricultural Education Magazine

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

MANAGING EDITORS

W. F. Stewart, Ohio State University, Columbus 10, Ohio.....Editor
O. C. Aderhold, Athens, Georgia.....Associate Editor
G. F. Ekstrom, College of Agriculture, St. Paul 8, Minnesota.....Business Manager

SPECIAL EDITORS

G. P. Deyoe, East Lansing, Michigan.....Methods
A. P. Davidson, Manhattan, Kansas.....Book Reviews
S. S. Sutherland, Sacramento, California.....Professional
H. S. Brunner, State College, Pennsylvania.....Professional
E. B. Knight, Knoxville, Tennessee.....Research
A. W. Tenney, Washington, D. C.....Future Farmers of America
C. L. Angerer, Stillwater, Oklahoma.....Farming Programs
R. W. Cline, Tucson, Arizona.....Farm Mechanics
Watson Armstrong, Lexington, Kentucky.....Farmer Classes
W. Howard Martin, Burlington, Vermont.....Farmer Classes

SPECIAL REPRESENTATIVES

North Atlantic, Henry S. Brunner.....State College, Pennsylvania
Southern, D. J. Howard.....Richmond, Virginia
Central, H. M. Byram.....East Lansing, Michigan
Western, Mark Nichols.....Salt Lake City, Utah

EDITING-MANAGING BOARD

E. B. Hoskins, New York; D. J. Howard, Virginia; G. F. Ekstrom, Minnesota; Mark Nichols, Utah; O. C. Aderhold, Georgia; H. M. Byram, Michigan; W. T. Spanton, Washington, D. C.; J. A. Guitteau, Washington; Sherman Dickinson, Missouri; Glenn Bressler, Association of Teachers of Agriculture, Pennsylvania.

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

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

CONTENTS

Editorial Comment

Service Opportunities Ahead

THE record of achievement in America's program of vocational education in agriculture is one that can well stir the pride and confidence of every teacher of vocational agriculture. Developments in this increasingly important field of applied education have been quiet and nonspectacular but at the same time of tremendous basic significance. Many human interest stories have appeared here and there thruout the country illustrative of the substantial accomplishments in farm enterprises of many a farmer's son whose ambition has been stirred and whose vision has been extended thru the inspiring but practical instruction of a teacher of vocational agriculture.

The full and true story of this accomplishment has never really been adequately presented to the people of this country. Persons living in rural areas who know how this program has materially influenced and helped the lives of individual farm boys, need no sales campaign to make them believe in such a program of education. They have seen the beneficial results in the lives of their own sons on their own farms and in the lives of youth on neighboring farms. But the country at large, the official and the lay public and even most of our educators, are as yet more or less unfamiliar with this great program so closely tied into the economic and social well-being of our rural youth. It is our hope that sometime before long our leaders in vocational agriculture will find a way, within the states and on a national basis, of adequately setting forth the full and true value of this vocational program in the lives of American rural youth.

THE program of vocational education in agriculture has never been limited to service to youth. Organized instruction dealing with improved farm developments and practices have long been an essential part of our rural vocational schools.

The farmers served by rural vocational schools have come to look to these schools and their vocational leaders for definite organized instructional service dealing with the problems and opportunities of the farmers, as they may arise.

Undoubtedly one of the outstanding contributions of vocational education in agriculture of recent years, has been the remarkable program of instruction in farm machinery repair. The value of machinery repaired, the number of farm implements kept in use during the war when machinery could not be replaced or commercially repaired, is an amazing story in itself. In addition to this, teachers of vocational agriculture assisted in providing instruction that contributed materially to increased food production during this war period. This entire story of the war service of vocational education in agriculture might well be adequately set forth in some well-illustrated report to the nation.

One of the great services rendered by the program of vocational agriculture has been the guidance and assistance furnished to farm youth in helping them to look forward to getting started in farming for themselves. Thousands of our farm boys who have served America so well on the battlefield, on the high seas and in the air, will soon begin to return to their home communities. Many of these boys, now men, have married on leave. Many more will wish to marry on their return and get started in farming on their own enterprises.

OUR program of vocational education in agriculture must make adequate provision for refresher courses for many of these young men, no longer boys, as they return from the great world conflict and again take up normal living on the farms. We must be ready with our plans for meeting their vocational needs. Large numbers of them will not be satisfied to return to the old status of boys on the home farms. This is a difficult challenge for our teachers of vocational agriculture. What can we do, in co-operation with other interests and agencies, to put these defenders of Democracy on their feet with their own enterprises? This, more than anything else, will steady their souls and turn their hopeful attention to the normal agricultural activities of a nation again at peace.

The future must see some definite progress in the co-ordination of programs of service of all agricultural education

Blueprints Wanted

FOR more than 25 years conferences have been held on national, regional, state and district bases at which, almost without exception, some new duty has been mentioned for the teachers of vocational agriculture to perform. Thru the years these have reached every imaginable area of service and degree of performance. They have dealt with all types of work; all-day, young-farmer and adult-farmer classes; with the organization of subject matter and methods of teaching these various classes; with surveys, records and reports; with relationships within the school itself; with relationships with the various agencies in the community such as 4-H Club work, the Grange, the Extension Service in general, and federal agencies; with emergency programs such as junk drives, scrap-paper drives, Red Cross drives, and emergency relief, to mention only a few of the long list. Never to my knowledge have I heard a supervisor eliminate a task from his teachers' area of service. As a result the additions are more than any human being can properly perform.

THE lazy or indifferent teacher is not affected but the conscientious hard-working teacher is bowed low by the very impossibility of the tasks assigned. So much so that many teachers have left the work, and excellent teachers they were too, not because of more attractive salaries as might appear, but, as they in their honest, frank confession have said, because they wanted to engage in work where they felt that sometime—at the end of a day, a month, or a year—they could feel that they had their job reasonably well done. "These things ought not so to be." So I ask, just what is expected of a teacher of vocational agriculture?

Normally he is a married man with a family who is in earnest in doing an honest day's work every day that he is employed. He wants some time each day that he may prepare for his duties as a *teacher* because basically that is what he is more than anything else; he wants to carry out conscientiously and well whatever duties he undertakes; he wants to have some time for his family; he wants time for a needed night's rest that his health may not be impaired. He cannot have all of these values and perform the duties that have been assigned to him repeatedly during the years. It is time for some one to ask in behalf of the teachers of agriculture; "What is a day's work, a week's work, an approved vacation? What activities shall receive first consideration? What shall be deferred or omitted? What are the blueprints of this job?"

---

the farmers should be promptly eliminated. When the programs of the various agricultural services have been geared into a well-defined co-operative service to the farmers, the influence of all agencies will be greatly increased and, best of all, the farmer and the farmer's boy will benefit by the arrangement. The teacher of vocational agriculture can well become the community contact man for the college of agriculture and the agricultural extension service. He can be the avenue of information bringing new results of agricultural research of college and experiment station to the attention of individual farmers of the community. This will result in increased service calls from the community to our extension service and will add materially to the prestige of the farm leadership of our colleges of agriculture.

THE co-operation and co-ordination of these various services in agricultural education is one of the immediate and pressing needs. The teacher of vocational agriculture can and should use his influence to rapidly bring into actual operation the better correlation of these various services to their desired mutual benefit.

The influence of the teacher of vocational agriculture thru the years has gradually and definitely increased. But the years immediately ahead will be full of greater opportunities and many challenges. These teachers, co-operating with other leaders and agencies, will be equal to the task of providing our farm youth and their fathers with the needed instructional

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

What I Would Like to See Done in Agricultural Education*

CHARLES FIGY, Commissioner, State Department of Agriculture, Lansing, Mich.

WAYNE GRAY, Superintendent of Schools, Addison, Mich.

IN outlining my views on agricultural education in the schools I am not unmindful of the fact that some of the things which I am advocating are being carried on in some form at the Michigan State College and by the 218 schools, located in different parts of our state, which have programs of vocational agriculture operated in co-operation with the State Board of Control for Vocational Education.

I am deeply concerned with that class of boys and girls who, thru conditions over which they have no control, never attend any other institution of learning after they leave the classroom in the little district school.

The more I know about the lack of agricultural education in the past in our rural schools, the more surprised I am at the fact that Michigan has attained the rank in agriculture which it occupies today among other states.

While our Michigan State College is the oldest agricultural college in the nation, it was not until 1917 that the "Smith-Hughes schools" were established in Michigan, and after 27 years there are less than 225 in operation—a condition now attributable in part to the war.

One of the sad occurences, so far as rural life is concerned, is the fact that the boys and girls who go from the farms to the city schools and then go on to some college or institution of higher learning, seldom return to the farm and take up agriculture as a life occupation. Some effort should be made thru our educational system to retain a larger portion of the boys and girls on the farms of our state. This can be brought about by making farming more profitable and providing a higher standard of rural living.

With the improvements that have come to the rural sections of the state during the last 40 years, it is now possible for those who live upon the land to enjoy many of the advantages of the congested areas. Electricity, the telephone, the radio, and good roads have largely obliterated the boundary line between country and city.

One Great Need

The one great need, as I see it, is an educational program that will give to the boys and girls in the rural sections a fundamental knowledge of the occupation of agriculture and a continuing education program that will permit them to increase their knowledge in regard to agriculture.

The day school should include teaching the different types of soil, what plant food is, that humus in the soil is the material upon which bacteria works, and that bacteria is the yeast in the soil that warms it and gives it life. It should also include proper drainage of the soil, the maintaining of water levels, capillary attraction (which is Nature's way of raising moisture to the roots of the plants), knowledge that different kinds of plants feed upon different mineral matter, or that a rotation of crops in their proper order is an absolute necessity, all of which is a part of a proper soil conservation program.

Adult education should be extended to include the community shop with the teaching of farm machinery repair, farm management, soil conservation, plant foods, control of livestock diseases, instruction in plant disease control, proper grading to produce quality products,

(Continued from page 104)

ing to agriculture, and in time, might include classes in genetics. Also co-operation and discussion of the common problems will bring about a better understanding and a more healthy social condition which will be conducive to a more happy country life.

Rural life in the future must be more co-operative; there are many things which can be accomplished by working together that cannot be accomplished by individuals operating alone.

"Rugged individualism," which has been the spark plug in our national life and made us the greatest nation on earth, has its importance but we should have an educated and well-informed rugged individualism so that we can work out better the problems of rural life in co-operation with our neighbors. If this country is to continue its representative form of government then we must maintain a healthy rural life. The rural sections of our nation and state offer the greatest guarantee of a continuation of representative government and of free

In the rural sections of our land there is no mass psychology; no one individual can tell the thousands how they should decide on matters of farm, state, and nation. Every individual thinks and acts for himself, and if this procedure is maintained our government will not become lopsided or erratic in times of stress.

While I appreciate the fact that the economics must not be overlooked, and that we must learn to carry on in a manner that will be profitable to the farmer, making money on the farm is not the only reward that comes from living upon the land; there is taking pride in work, equipping and conducting ourselves to live in a good rounded-out life, interest in the welfare of our neighbor and his problems, and all of the things that go to build up a better, more profitable and healthy country life.

It is well for a man to respect his own vocation whatever it is, and to think himself bound to uphold it, and claim for it

WAYNE GRAY, Superintendent of Schools, Addison, Mich.

VOCATIONAL agriculture has been taught in the Addison public schools for more than a third of a century. In general, the program has been effective. The various courses have met the boys' needs so far as production and farm management are concerned but many phases of agricultural services have been developed only slightly and many have not been given any consideration. This article will mention some of the services which should be provided for this community and some of the areas which need attention.

Careful attention must be given to raising general living standards on most farms. Our boys and girls with ability, initiative, pride, and ambition are not going to remain on the farm if their homes are not kept comparable to the average city home. The young people are going to leave the farm home at the earliest possible moment if the house in winter is banked with barnyard manure, the lawn used for a chicken lot with the front porch occupied by roosting poultry, and the farm machinery parked under any convenient shade tree. Home beautification needs to receive much more attention than in the past. There is no reason why a farm home cannot be just as attractive, or more so, than a city home.

Home Beautification Needed

Instruction in home beautification must receive more attention in both the day school and in the adult education classes. We must make father and mother aware of the importance of this problem. We should provide some training in landscape gardening for both boys and girls, not with the idea that they themselves will do the landscaping of their homes necessarily, but that they become aware of the need and desirability of landscaping the home grounds. Also, they should become acquainted with the services which are available.

"Dad" does not create respect for himself or for the farm when he goes to town in his farm clothes. The children are not very proud of him or the farm when they meet him on the street wearing his barnyard boots and overalls. The average boy or girl would not object to clean farm work clothing for street wear. How to keep barnyard odors out of the home is another problem which needs attention. Any boy or girl with a reasonable degree of pride is embarrassed to entertain visitors in a home which has the familiar odor of a cow barn.

Girls in homemaking classes need to study opportunities and possibilities offered by a farm home. They should become aware of the many problems of to the town or city home but which can be managed in such a way that the farm home will be pleasant, attractive, and wholesome. The girls need to learn the many advantages of the farm home.

Certainly much more attention should be given to the social life of the farm youth than in the past, a problem which the boys and girls themselves should consider and discuss. The available social resources of the rural community have not been explored or developed to any degree. Both the boys and girls should learn more about personal grooming and acceptable social customs. The farm boys and girls in every school should dress with taste and discrimination. They must be courteous and tactful if the farm home is to be respected as it should be by those from the urban areas. Respect for the farm homes could easily be developed by a little care and attention to these matters.

During the last six or seven years some attention has been given to adult education. This phase of the agricultural program needs to expand to include many more services for the farm people. We have made very little progress in creating an awareness of the problem of soil conservation. Only a small percentage of the farmers of this community make more than a feeble attempt to control soil erosion. Most of them are conscious of the need for maintaining and improving soil fertility but few are truly scientific in their procedures.

An Expanded Program

The agricultural department of the school should be so expanded that it will take care of the needs of the day school as well as the adult group. It should be arranged as a classroom-laboratory in order that the school may be able to do much more demonstration work than is now possible.

Finally, a program should be worked out to make adequate provision for the returning veterans. Many of them are going to need guidance if they are to be successful farmers. Most of them will need special courses which the adult program must provide. A list of available farms for sale, and for rent, should be on file in the agriculture teacher's office.

This article has mentioned only a few areas into which our agricultural program should be extended. Any rural community with a radius of five or six miles, should have an agricultural man working half-time in the community and could easily have one working full-time, with experts called in for special problems. We must expand our inadequate services in order to meet the needs of the rural population.

The Editor's Comment: It's a pleasure to present the points of view of Commissioner Figy and Superintendent Gray on the future in Agricultural Education. Needs as they see them give new direction to our thinking or emphasize our own conclusions. Our thanks for the articles

*Reprinted from Michigan Vocational Outlook, Vol. 7, No. 1, by permission of Mr. George H. Fern

Our Leadership in Agricultural Education

Six Past Presidents of the American Vocational Association

THIS month we give recognition to six workers in agricultural education who have served as president of the American Vocational Association. Dr. L. H. Dennis, president in 1923–25, was presented appropriately in the October issue.

Ray Fife

A. K. Getman

R. H. Woods

L. R. Humpherys

F. A. Smith

Dr. Ray Fife, president for two years, 1933–35, directed the organization thru the strenuous years of legislation leading to increased appropriations for vocational education in which he gave untiring service and showed excellent leadership. Doctor Fife, Ohio reared, graduated from Ohio State University in 1917. He received his doctor's degree from Columbia University in 1929. From 1917 to 1919 he was engaged in boys' and 'girls' club work; in 1919–21, assistant supervisor of vocational agriculture; and 1921–36, state supervisor in Ohio. For two years he was president of New Mexico College of Agriculture. He returned to Ohio State University to direct research in agricultural education in 1938.

Dr. A. K. Getman was president of the American Vocational Association in 1937. Doctor Getman graduated from Cornell in 1911 and later did work in Columbia and Harvard Universities. He was professor of agricultural education at Rutgers College from 1917 to 1919; Chief of the Bureau of Agricultural Education in New York since 1919. Doctor Getman has been an extensive writer in educational journals and the author of several books in the field of agricultural education and the Future Farmers of America. He, too, has given of his service and counsel to the executive committee of the A.V.A and to the furtherance of the objectives of that organization.

Dr. Ralph H. Woods was president in 1939. Doctor Woods received his bachelor's and master's degrees from the University of Kentucky and his doctor's degree from Cornell University. Doctor Woods is a former teacher of vocational agriculture and a high-school principal. He has been a member of the teacher-training staff in agricultural education at the University of Kentucky from 1926 to date. In 1936 he became state supervisor of agricultural education and state director of vocational education in Kentucky. He is an author of books in the field of agriculture and a contributor to several magazines. He also has made a significant contribution to vocational education as a member of the executive committee and the legislative committee of the A.V.A.

Prof. L. R. Humpherys was president of the American Vocational Association in 1941. Professor Humpherys graduated in engineering from Utah State Agricultural College in 1912. He then taught in high school and engaged in the business field of engineering as a designer of irrigation projects. He served as state supervisor of agricultural education in Utah in 1926–37. In 1929 he became teacher-trainer also. He has done graduate work at Harvard and Cornell Universities. He has been active in the field of education in Utah and has served as chairman of the Committee on Standards in Agricultural Education.

Mr. Fred A. Smith was president of the American Vocational Association in 1943. Mr. Smith graduated from the University of Arkansas in 1925. He was a teacher of vocational agriculture, then county supervisor of agricultural education, then in 1932–37, district supervisor. In 1937 he became assistant state supervisor and since 1939 state director of vocational education in Arkansas. He has been an active promoter of all phases of vocational education in his home state and has given assistance as a member of the executive committee of the A.V.A., to legislation and other areas related to the promotion of vocational education.

There they are—the cream of agricultural education. Six past presidents, all vigorous and active in the cause in which they believe. But it is the editor's observation and basis of complaint that we are not using these men as we should be. After they have filled most capably this highest office, we apparently "have put them on the shelf." As evidence, look at the programs of the A.V.A. How conspicuous by their absence are these familiar names! This is a most serious mistake.

Oh, yes, past presidents—the magazine. How about some articles? One or two editorials and one or two articles for the professional section from each of you. It is your magazine, isn't it? May I have them? O, happy day! O, happy day—for the editor.

Methods of Teaching

G. P. DEYOE

Giving Instruction in Proper Land-Use to Farm Boys

WATSON FOWLE, Teacher, Traverse City, Michigan

Watson Fowle

PROBLEMS of the home farm can be used effectively as one basis for teaching vocational agriculture and for leading into various activities which are included in the supervised farming programs. Since the home-farm problems are of interest to the boys, these provide a desirable basis for effective instruction. When the student can see direct application of subject matter, it directly arouses and maintains his interests in factual knowledge. He sees that he is not learning facts, merely for facts sake.

The Department of Vocational Agriculture at Traverse City has been using this means of teaching farming principles which are of paramount interest to farm boys. This year an innovation has been followed which has greatly motivated the interest of the students. The writer, with the co-operation of Mr. Guy Springer, work unit leader assisting the Grand Traverse Soil Conservation District, has devloped such a procedure in presenting materials in land-use and farm planning. Because of the importance of these problems on the farms in this area, this theme has been used as a core thru all classes in agriculture. In the second-year class, where the emphasis is on livestock, the problems of feed budgets and consideration of crop and livestock balance have been discussed as they relate to proper land use. In the beginning class, the chief interest has been on soil classification, crop selection, and rotations, correlating with the study of crops.

Many problems of the home farm revolve around soils and soil management. Agricultural production and community welfare are dependent upon the maintenance of the soil. Good land use is soil conservation. Good land use is using land in such a way to protect it adequately from erosion and maintain or increase its fertility. Thru experience, it has been found that there are three major things which determine the proper use for lands. They are:

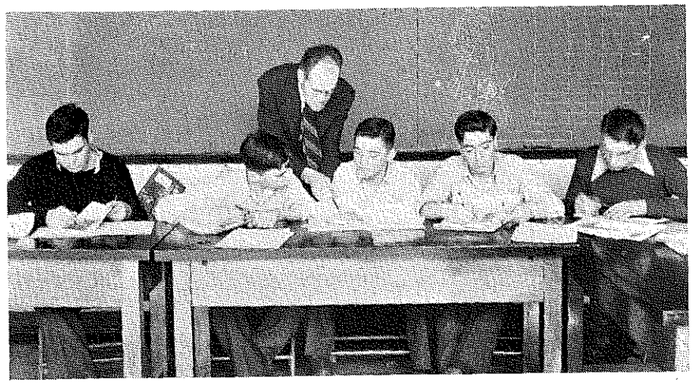
1. The kind of soil (soil type)
2. The steepness of the land (slope)
3. The amount or depth of topsoil remaining on the land (erosion)

The combination of these factors for any piece of land determines the use for which the land is most suited.

A "Guinea Pig" Farm Is Studied

The students were first made conscious of the problems of soil conservation and land use by a study of the soil map of their home farms. They soon appreciated the different uses to which these soils should be put. The effect of the slope and degree of erosion was correlated with soil type. From these factors the need for a proper land-use program was seen. To help motivate this study a field trip was conducted to one farm. This farm was used as a "guinea pig" farm for a complete analysis of soil problems and proper land-use studies. The particular farm used was one from a member of the current adult class. This farmer was glad to have the students go over his farm and determine in their mind land-use practices to follow. A second trip was made and the farmer considered what the students had arrived at in class and then presented his own cropping plan as worked out by himself in the adult class and the United

The boys study soil maps for their home farms, as a basis for developing land-use plans and soil-conservation practices



Aerial survey map of the "guinea pig" farm with the field arrangment used at the time the farm was studied

Field trips are taken to study slope and soil erosion and secure other information for interpreting the soil map for the "guinea pig" farm

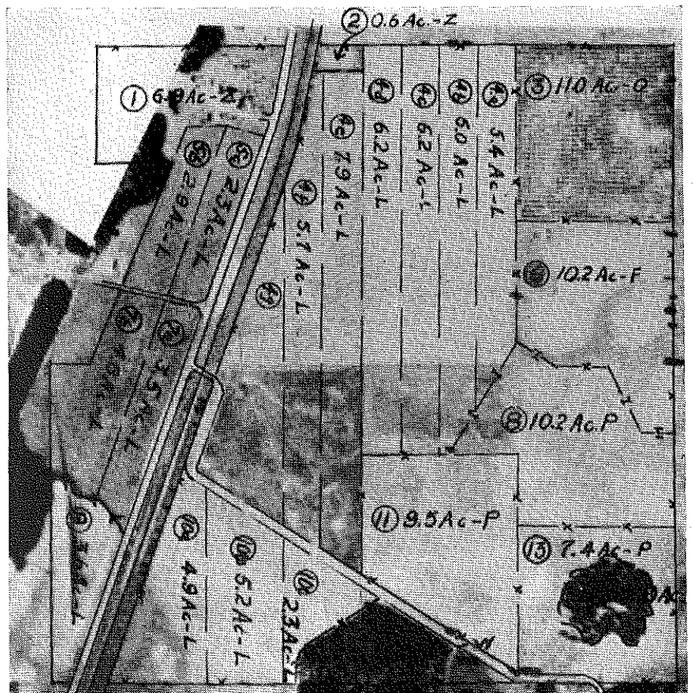
States Soil Conservation service. The accompanying charts show the original and rearranged cropping plan of his farm. From the former, a land-use-capability map was developed which was used in developing the cropping plan. The use of this "guinea pig" farm gave all the students a common ground for discussion. It opened up to the students the possibilities of application of proper land use on their home farms.

Plans Developed for Home Farm

After a thoro discussion of land use, each student was given a detailed soil map of his home farm. This map gave the soil types, slopes, and degree of erosion of the different areas of the farm. The student then was able to make for himself a colored map setting forth the different land-use capabilities. Several class periods were spent in interpreting the soil symbols in terms of soil classification. The color scheme followed is the standard used by the Soil Conservation Service in dividing the land into the eight land-use capability classes.

The colored map gave a pictorial inventory of the land-use capability classes as found on the individual student's home farm. After a thoro analysis of what the maps revealed, some fine work, on the student's part, in planning-management was evolved. Each boy is finding one or more simple practices that could be put into a soil-conserving or land-use program. Some of the students have worked out a plan for farm reorganization as complete as that illustrated with the "guinea pig" farm. This is especially true of the group of students in the last year of high school. The younger students who do not have as much background of agricultural instruction have been able to work out some recommendations such as windbreak placement, gully control, and field testing and selection for particular crops.

The cropping plan as developed by the class for the "guinea pig" farm



Home-Farm Visits by Teacher Important

The students have developed and recommended many soil conserving practices that will fit the home situation. The extent of this planning is determined by the class the farm boy is in. To fully put into use the practices recommended, the student, with his father, has invited the teacher of vocational agriculture and a technician from the local Soil Conservation District to spend some time on the farm. While there, the plan of procedure for following the recommended practices is evolved.

On visiting a farm with a student and his father, the writer has found that the student has a greater knowledge and appreciation of the soil condition on his home farm. His study in the classroom has made it easier to plan land use and to see the benefits of proper land use and how these may be attained.

Organizing Teaching Materials

GLENN BRESSLER, Teacher, Hollidaysburg, Pennsylvania

A DEVICE which I have found useful in organizing teaching materials is to use two filing systems unified by one system of colored labels representing the different enterprises—blue for poultry, red for dairy, etc.

In manila folders prepared for the purpose all the materials for each teaching job are filed; lesson plans, mimeographed material for pupils, pictures, small charts, commercial pamphlets, and extra bulletins and circulars not filed in the regular bulletin file. Each manila folder is labelled with the name of the particular teaching job and the color of the enterprise under which it falls. The colored label makes it easy to find at a glance all the materials concerned with each enterprise. Teaching jobs are numbered in order to simplify further the search for material on a specific problem.

Individual bulletins and circulars are filed according to enterprise in boxes designed for that purpose. Similarly, colors and numbers are used in the organization of this system. A narrow strip of paper of the color designated for the enterprise is pasted on the back of each bulletin box. A definite series of numbers is allocated to each enterprise in order that bulletins within each box may be easily found; for example, one to 200 is assigned to the poultry enterprise. A plain white label showing the numbers of bulletins found in that box is also placed on the back of each bulletin box. The bulletins are placed in each box in numerical order. A mimeographed list is prepared of all the bulletins and circulars with the assigned numbers and given to each pupil to place in his notebook. Information on a subject can be found by going thru the lists of bulletins under the particular enterprise, finding the numbers of the bulletins, easily recognizing the group of boxes in which it could be found by looking for the proper colored label, and then referring to the particular box containing that number.

Since so much material must necessarily be made accessible to students and farmers by a teacher of agriculture, a

Farming Programs

C. L. ANGERER

Surveying Farms to Determine the Opportunities for Supervised Practice

WILLIAM MATALAMAKI, Teacher, Bigfork, Minnesota

TO ENABLE one to better comprehend the specific problem connected with the teaching and promotion of improved agricultural practice within the bounds of a northern Minnesota community, I must first present a picture of the people, the land, and the handicaps of this region.

The earliest settlers, some of whom were seekers of adventure and independence, moved to the Bigfork area some 40-odd years ago. Many families moved in to homestead while others were able to buy lands for less than five dollars an acre.

Since there were no roads or railroads, these early twentieth-century pioneers moved to their new locations on foot, by canoe or by pack horse. The settlers had been there many years before a road was built.

The land, varying from a light sand to a heavy clay, was covered with beautiful stands of virgin timber, and the logs, the chief product of the area at that time, were floated down the rivers to the mills.

Individual settlers soon found they could not make a permanent home and continue logging, at least not in competition with the methods of destructive logging which were prevalent in those days. Their only alternative seemed to be to open up the land. And thus agriculture became the community's major means of existence.

Discouraging Times

We could well paraphrase an old Biblical truth by saying "Many tried, but few were successful" in speaking of this period when much of the forested land was being cleared. Countless problems confronted these hardy pioneers, among them the clearing of fresh pine stumps by hand, of living while the clearing was taking place, and of sheltering the livestock as well as finding food for them. To counteract this, the settlers often worked in the woods for professional loggers during the winter months and worked their land during the summer. This led to the separation of families and only their hope for future independence and self-sufficiency kept them going.

After the newly converted farmer had cleared enough land to support a few head of livestock, it seemed no longer practical to be away from home for the long winters so he remained home, doing his chores morning and night and filling the daylight hours by cutting wood from his own or neighboring land and working for the township or county in road construction work.

Another obstacle in the path of the pioneering farmer was the lack of a suitable market for farm produce. The railroad, which was built through the area at this time, was used to ship the surplus cream and livestock to other points for market. Then, after 20 long years of settlement, the community built its own creamery.

Many settlers found the hardships of conversion from logger to farmer too great for them to endure. Only the shrewder, harder workers were able to make their farms self-supporting. Today, nine out of 10 have either given up or are still securing a portion of their income from outside sources. The average farm has less than 20 crop acres and the buildings built thereon are, as yet, inadequate for the comfort of the livestock as well as for human beings.

Large Families, Small Incomes

It is surprising that, in spite of all these handicaps, the families in this area average above six persons per family unit. By way of explanation it is observed that the families are large and the income producing units are relatively small.

Perhaps you are wondering what advantage a community such as this can derive from the services of a teacher of agriculture, and I, even after having spent two years working in this community, still sometimes wonder the same thing. But, the Bigfork of the early twentieth century only slightly compares with the Bigfork of 1944 even tho, today, many of the early problems still remain.

The giants of the forest have been willfully and wastefully cut down. I say wastefully because much of this land is in its proper use only when it is under forest and little has been done to perpetuate it for reforestation.

Imagine yourselves as teachers of agriculture going to visit a farm where the whole family lives on less than some F.F.A. boys in other parts of the United States have for their farming programs. These F.F.A. boys with whom I work live on farms such as that. You can see the tremendous challenge which lies before me or any other instructor of agriculture in a community like this.

The majority of boys in my classes in agriculture have no desire to be farmers or to have anything to do with farming whatsoever. Their young lives have been too filled with misery, drudgery, and want. Yet, I know from experience and observation, that at least 80 percent of these boys will be farming in this very area 10 years from now.

I think the way to meet this challenge to the instructor and the lack of desire on the student's part, is to convey knowledge jointly thru the teaching of proper practices in all-day classes and co-ordinated projects which must, of necessity, start on a relatively small scale.

This brings me to my goal: Surveying tunities for supervised practice programs.

Sketch Farms First

I find, from my brief experience as a teacher, that these boys don't know their farms very well. During the early part of the school year, I have the boys make a rough sketch of their farms, putting in fences, fields, pastures, natural divides buildings, etc. They are startled when I ask them what happened to that wooded area in the center of the pasture or the field on which they had potatoes last summer and then send them home to step off their farms and make a new and relativley accurate drawing of their farms. This causes them to wonder how I, a relative stranger, can know so much about their farm—a farm on which they have lived all their lives. The secret, if there is any, is close observation and the retention in my mind of a sharp mental picture of each boy on his own particular farm.

Drawing of Farmstead

The next step I take is to have the boys make an accurate farmstead drawing to include buildings, trees, shrubs, and windbreak. Along with this I have them make the floor plans of the barn, house, chicken coop, and machine shed in their present condition.

Following this the boys are asked to list the number of head of livestock, the number of bushels of various kinds of grain which were raised the past year and the amount and kind of hay. Then they take an inventory of the machinery on their farm at that time.

By this time the boys are thinking, "Now what in the world is he driving at?" And that is just what I want them to do—THINK.

When they have finished sizing up their present farm setup, or lack thereof, I put them to work visualizing the number of cleared acres, the number of head of livestock, the kind of buildings, etc., which they will need in order to comfortably support their family. At this stage, I am attempting to have the boys temporarily forget their present status.

Their next job is to make a new map of their farm the way it will appear in 20 years. I have them put in an applicable crop rotation, one that will provide enough feed for the required numbers of livestock. Next, they draw floor plans of buildings to properly house all livestock and machinery needed.

Effective Teaching

Now the stage is set for a healthy discussion on ways and means of reaching and achieving the goals they have set up in this long-time program. Definitely, they cannot all be achieved in one year or two, or even 20 years. But the next step is slowly beginning to unfold itself. We now have the boys in their present status dissatisfied and ill-provided for,

A Message From Your Business Manager

G. F. Ekstrom

FROM time to time supervisors and teacher-trainers have made inquiry as to the procedures by which teachers of vocational agriculture subscribe to the Agricultural Education Magazine. These inquiries prompted the business manager to solicit information regarding the connection between subscribing for the magazine and the paying of professional dues. The inquiry was enclosed with a form letter regarding subscriptions which was addressed to the supervisors on May 24, 1944. The accompanying tabulations involve interpretations made from the survey returns.

A most significant observation of this table is this. Of the states responding, only eight do not include a subscription to AGRICULTURAL EDUCATION in their annual dues. If these states had supported the magazine with subscriptions from all teachers, the last report of the business manager would have shown about 1,000 more subscriptions.

Allocation of Professional Dues, Including Subscriptions to The Agricultural Education Magazine Paid by Teachers of Vocational Agriculture

State	Dues		Allocation				Collection of Subscriptions
	Sub. Not Included	Sub Included	AVA	State Voc. Assn.	Agri. Teachers	Magazine	
Ala.		3.50	1.00	.75	.75	1.00	Sec.-Treas. Agri. Teachers
Ariz.		4.00	1.00	1.00	1.00	1.00	Sec.-Treas. Agri. Teachers
Ark.	1.50		1.00	.50	X	X	Dist. Sup. & Negro It. T. T.
Cal.	3.00		1.00	X	2.00	X	Sec.-Treas. Agri. Teachers.
Colo.							
Conn.		5.50[1]	1.00	1.00	.50	1.00	Handled Individually
Del.	1.50		1.00	.50	X	X	State Office at State Conf.
Fla.		4.00	1.00	1.00	1.00	1.00	Sec.-Treas. Agri. Teachers
Ga.		5.00	1.00	.25	2.75	1.00	District Supervisors
Ida.		2.75	1.25[2]	.50	X	1.00	Sec. Agri. Teachers
Ill.	2.50		1.00	.40	1.10	X	Sec. Agri. Teachers
Ind.		3.50	1.00	.50	1.00	1.00	Treas. Agri. Teachers
Ia.		4.00	1.00	.50	1.50	1.00	Sec. Agri. Teachers
Kan.		3.00	1.00	.50	.50	1.00	Sec.-Treas. Agri. Teachers
Ky.		3.50	1.00	.50	1.00	1.00	District Chr. Agri. Teachers
La.							
Me.		3.00	1.00	.25	.75	1.00	Sec. Agri. Teachers
Md.							
Mass.	2.00		1.00	.50	.50	X	Sec.-Treas. Agri. Teachers
Mich.		4.00	1.00	X	2.00	1.00	Sec.-Treas. Agri. Teachers
Minn.		13.00[3]	1.00	.50	1.00	1.00	Sec.-Treas. Agri. Teachers
Miss.		3.00	1.00	1.00	X	1.00	Sec. Agri. Teachers
Mo.		5.00	1.00	.25	2.75	1.00	Treas. Agri. Teachers
Mont.	1.00		X	1.00	X	X	Handled Individually
Nebr.		2.75	1.00	.25	.50	1.00	Sec.-Treas. Agri. Teachers
Nev.							
N. H.		3.50	1.00	.50	1.00	1.00	Treas. Agri. Teachers
N. J.		3.00	1.00	X	1.00	1.00	Sec. Agri. Teachers
N. M.		2.00	1.00	[4]	X	1.00	Undesignated
N. Y.		3.00	1.00	1.00	X	1.00	Assn. Agri. Teachers
N. C.	2.50		1.00	.50	1.00	X	Handled Individually
N. D.		3.00	1.00	.25	.75	1.00	Sec.-Treas. Agri. Teachers
Ohio		3.00	1.00	.50	.50	1.00	Dist. Chr. Agri. Teachers
Okla.							
Oreg.		3.25	1.00	1.00	.25	1.00	Collected at State Conf's.
Pa.		3.00	1.00	1.00	X	1.00	Committee at State Conf.
R. I.							
S. C.		2.75	1.00	.50	.25	1.00	Supervisors
S. Da.	2.00		1.00	.25	.75	X	Handled Individually
Tenn.		3.00	1.00	.50	.50	1.00	State Supervisor
Texas				2.00	7.50	5.00–X	Area Supervisors
Utah		3.00	1.00	.50	.50	1.00	Sec. Agri. Teachers
Vt.		3.40[5]	1.00	.50	.50	1.00	
Va.		3.00[6]	1.00	.50	X	1.00	Assn. Agri. Teachers
Wash.		2.50	1.00	X	.50	1.00	Treas. Agri. Teachers
W. Va.							
Wis.		4.00	1.00	1.00	1.00	1.00	Sec.-Treas. Agri .Teachers
Wyo.		2.50	1.00	X	.50	1.00	Treas. Agri. Teachers

[1]Not a flat rate. Maximum includes $2.00 membership in NEA
[2]Teachers volunteered to send $1.25 each to AVA
[3]Includes premium for group life insurance policy
[4]Assessments made as needed for State Vocational Association
[5]Includes subscriptions to American Farm Youth
[6]Includes 50c for recreational program at state conference

Surveying Farms

(Continued from page 108)

while on the other hand we have the boys as grown-up men with their wants fulfilled as a result of their own initiative and efforts. How we are going to fill the yawning gap between?

A few of the keener-minded boys begin to understand and suggest that they need more cleared land on their farm, more and better cows, better buildings, and other such improvements. This is where our project work is beginning to function as it should. A good dairy calf, an acre of alfalfa, an extra cleared acre—these will pay dividends in the next few years as guides to what can be done to improve the community.

I have run into several snags along the way. Boys get discouraged. About the time you think you have the boy "on the way," his dad will sell the boy's calf or potatoes and keep the returns. It is not only a problem of teaching the boys of this community but also that of getting their fathers to see this panorama we are trying to unfold before their eyes.

Many boys, as I said before, do not seem interested, but the results are beginning to show. Just recently I had a boy come in and ask me if I had saved his new plans of his farm and building which he had worked out about a year ago. At that time he was not interested enough to even take them home with him, but later he evidently did some thinking about the whole situation and had begun to "see the light." When I gave the papers to him he happily exclaimed, "We're going to do something about this!"

The road ahead is not a pleasant one for either student or teacher, but, with continued and untiring effort, I'm sure we'll make a successful farming community here. We'll have to! I know these people will never leave this area so we might as well make the stay as pleasant a one

Old Joe Said to Young Joe

". . . when you get over there in the thick of it, son, you won't have time to think about the fancy ideals you're supposed to be fighting for. You'll be interested mostly in shooting straight, and shooting first.

"But some night when you're lying out under the stars, you'll probably figure the whole thing out—and it will be very simple.

"You'll realize that you're fighting to protect the kind of decency and freedom you were raised in—and will want to

"You'll be fighting to protect the opportunity that all Americans have of starting at the bottom and getting to the top—and that's typically American.

"You're fighting to protect your right to live your own life in your own way without being pushed around by some bright young bureaucrat who wants to do all your planning for you.

"That's about all there is to it, son. But it's mighty worthwhile—this business of keeping our freedom—of sticking to the things that have made America great."

WATSON ARMSTRONG

Farmer Classes

W. H. MARTIN

Vocational Agriculture for Returning Veterans and Defense Workers

JAMES H. PEARSON, Regional Agent, U. S. Office of Education

James H. Pearson

SOMETIME ago the writer by chance spent several hours on a train with a young man who had been in the armed forces for many months. In the conversation with him it was learned that he was a former student of vocational agriculture. Finally, the young man discussed very frankly his plans after leaving the armed forces. He made statements concerning (1) his plans to return to his home community to again become engaged in farming; (2) his plans to marry a young woman he had met while in the army; (3) his desire to contact his local teacher of agriculture when he returned to his home community and to continue his education in vocational agriculture in the young-farmer class. This conversation prompted the writer to prepare this article.

Records in departments of vocational agriculture show that a large number of former students of vocational agriculture are in the armed forces. Data from three schools in a state in the Midwest gave the number to be 44, 89, and 107 respectively. Reports from a number of teachers who have maintained contact with their former students indicate that many of the young men who are in the armed forces and who were established in farming or had made progress toward establishment, plan to farm when they return to their respective communities. The percentage of the veterans who were former students of vocational agriculture and who plan to farm cannot now be predicted with any degree of accuracy. However, it is reasonable to expect that many of them will become engaged in farming.

The number that will take advantage of courses in vocational agriculture in local public secondary schools will depend on the availability of such courses, the character of the training program, and the teacher of vocational agriculture who serves as an instructor in the training program. It is not too early to begin plans to make available effective courses in vocational agriculture that will appeal to returning veterans and defense workers and other young men who are normally found in young farmer classes in vocational agriculture.

Maintaining Contacts With Former Students

In a number of cases, teachers of vocational agriculture and chapters of Future Farmers of America are preparing letters to former students of vocational agriculture and former members of local chapters of Future Farmers of America, news letters that include items concerning former students and former members who are in the armed forces. Many newspapers in rural communities have space each week devoted to information concerning young men who are in the armed forces. Teachers of vocational agriculture can well afford to influence these local papers to include statements regarding former students of vocational agriculture who are in the armed forces. News items should include statements regarding young men who have returned to the community and have again become engaged in farming. For example: articles might include the name of the former student and a statement that he has returned to the community and had become actively engaged in farming with his parents, in partnership with another individual or as an operator of his own farm, and that he has enrolled in the young-farmer class. Such items would call attention of veterans and others to the fact that young men are again finding their place in their home communities and are enrolling for systematic instruction in vocational agriculture. Teachers should include in their plan many ways of maintaining contact with the former students who should enroll in courses in vocational agriculture when they return.

Placement

Many young men who desire to become established in farming will return to the farms where they were living when they entered the armed forces or became employed in defense industries. Others will seek new locations and opportunities. Many different individuals and agencies will assist individuals find opportunities for farming where they may become established on a satisfactory basis. Teachers of vocational agriculture, especially those who have been in the same school for a number of years, should know the situation of their former students with respect to their farming status when they went into the armed forces or defense industries. They should also have some general information regarding opportunities where these former students may become established in farming. These teachers are in a position where they can render valuable service to their former students in helping them get placed in a satisfactory situation for farming.

Planning an Educational Program

When the young men find satisfactory locations and situations for farming, they will need a sound educational program to develop abilities that they will need to become successful farmers. Problems in connection with placement and establishment should be included as a fundamental part of the educational program for the young men.

It must be recognized that the young men have changed very much since they have left their communities. Many of them were inducted into the service as immature youth. Their experiences have matured them very much. They have serious personal readjustment problems to solve. While there will be these changes in the individuals, there will also be changes in agriculture. Land prices in most communitites have increased materially and there are changes in prices of seed, fertilizer, equipment and supplies needed to operate farms. The young men will be confronted with the problem of attempting to make adjustments in farming and to interpret situations that may develop in the post-war period that may greatly affect agriculture. Any educational program in vocational agriculture for these young men should be designed to help them solve their acute problems as they recognize them.

The objective for young-farmer classes —that is, to develop an individual's ability to establish himself in farming— should serve as an effective guide in the development of the training program. Some important areas that may well be emphasized in the program are:

1. Inventories in the community to determine the probable change in owners and operators of farms.
2. Analysis of farms that are available or will soon be available to determine present and potential incomes from them.
3. Comparison of employment opportunities in farming and other occupations, considering income, general welfare and security.
4. Partnership and rental agreements between sons and parents, young men and other individuals, and organizations in the operation of farms.
5. Agricultural financing including both short-time and long-time credit.
6. Patterns by which persons become established in farming.
7. Purchase of parcels of land and farms.
8. Acquisition of livestock, feed, seed, equipment and operating capital needed for farming.
9. Supplementing the farm income from sources such as: a. Salaries and wages. b. Custom work with specialized farming equipment. c. Shearing sheep. d. Farm carpentry. e. Painting farm buildings and equipment. f. Teaching young-farmer and adult classes. g. Farm engineering and repair of farm equipment. h. Maintenance of farm and home electrification.
10. Establishing and maintaining a farm home.

A.V.A. Convention Program

Philadelphia, Pennsylvania—December 4-9, 1944

AGRICULTURAL EDUCATION SECTION

TEACHER-TRAINERS—SUPERVISORS—TEACHERS

Thursday, December 7, 9:30 A. M.

Adelphia Hotel

THEME: Agricultural Education in the Reconversion Period
CHAIRMAN—W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education
SECRETARY—S. L. Horst, County Adviser, Norristown, Pennsylvania
"Accomplishments and Trends in Agricultural Education"—(20 minutes), Chairman W. T. Spanton, U. S. Office of Education
"Training War Prisoners for Farm Jobs"—(20 minutes) Julian A. McPhee, State Supervisor of Agricultural Education, San Luis Obispo, California
"Vocational Education in Agriculture for Returning Veterans"—(40 minutes)—J. H. Pearson, Regional Agent, U. S. Office of Education
Discussion—(40 minutes)

Business Meeting—(30 minutes)

CHAIRMAN—J. A. Guitteau, Vice-President for Agricultural Education, American Vocational Association
Minutes of 1943 Business Sessions
Committee Reports
Special Business

Thursday, December 7, 2:00 P. M.

Joint Session with Home Economics and Part-Time Education Sections
THEME: Accomplishments of Groups in Home Economics and in Agriculture Working Together
CHAIRMAN—Dr. W. F. Stewart, Vice-President for Part-Time Education, American Vocational Association; Chairman, Department of Agricultural Education, Ohio State University, Columbus, Ohio
SECRETARY—W. Howard Martin, State Supervisor of Agricultural Education, Burlington, Vermont
A Survey of Co-operative Activities of Part-Time Groups—(60 minutes)
Miss Mary Lyle and John B. McClelland, Iowa State College, Ames, Iowa
A Specific Example in Pictures—(20 minutes)
Miss Mildred Titus and Stewart Hulslander, County Advisers for Home Economics and Agricultural Education in Wyoming and Sullivan Counties, Tunkhanneck, Pennsylvania
Co-operative Activities in All-Day Groups—(20 minutes)
Discussion—(60 minutes)

Friday, December 8, 1:30 P. M.

THEME: On-Going Programs for Vocational Education in Agriculture
CHAIRMAN—S. M. Jackson, State Supervisor of Agricultural Education, Baton Rouge, Louisiana
SECRETARY—Gail F. Whitson, Teacher of Agriculture, Jamesburg, New Jersey
"Area Schools—Conversion or Reconversion in Vocational Education in Agriculture"—(30 minutes)
A. K. Getman, State Supervisor of Agricultural Education, Albany, New York
"Establishing Returning Veterans and Other Young Men in Farming"—(30 minutes)—L. D. Klemmedson, State Supervisor or Agricultural Education, Phoenix, Arizona
Discussion—(45 minutes)

Business Meeting—(45 minutes)

CHAIRMAN—J. A. Guitteau, State Supervisor of Agricultural Education, Olympia, Washington
Report of Agricultural Education Magazine
Committee Reports
Old Business

Saturday, December 9, 9:00 A. M.

Joint Session with Part-Time Education Section
CHAIRMAN—D. J. Howard, State Supervisor of Agricultural Education, Richmond, Virginia
SECRETARY—Glenn O. Bressler, Vice-President for Agriculture, Pennsylvania Vocational Association, Hollidaysburg, Pennsylvania
Brief Report of the Findings in a Study of the Effectiveness of the War Emergency Training Program in Agriculture—(30 minutes) F. W. Lathrop, Research Specialist in Agricultural Education, U. S. Office of Education
Panel Discussion—(2 hours)
Topic—"The Place of Young Farmer Associations in Postwar Vocational Education in Agriculture."
Chairman of the Panel—Watson Armstrong, University of Kentucky, Lexington, Kentucky
Members of the Panel:
R. D. Anderson, District Supervisor of Agricultural Education, Waterboro, South Carolina
Ralph E. Bender, Supervising Teacher of Vocational Agriculture, Canal Winchester, Ohio
R. B. Dickerson, Specialist in Instruction for Young and Adult Farmers, The Pennsylvania State College, State College, Pennsylvania
Frank Maxwell, President New York Agricultural Teachers Association, Teacher of Agriculture, Minoa, New York
Mark Nichols, State Supervisor of Agricultural Education, Salt Lake City, Utah
T. B. Poole, Teacher of Agriculture, Deckerville, Michigan
Glenn E. Underwood, County Teacher of Vocational Agriculture, Sussex County, New Jersey

Business Session

CHAIRMAN—J. A. Guitteau, Olympia, Washington
Announcements of Committees and Committee Members
Special Business
Adjournment

Special Meetings

Thursday, December 7, 7:30 A. M.

Breakfast Meeting—Ten-Year Teacher-Trainers in Agricultural Education
Breakfast Meeting—State Supervisors of Agricultural Education

Thursday, December 7, 4:30 P. M.

Editing-Managing Board of the Agricultural Education Magazine—Annual Meeting
Committee—
Dr. Henry S. Brunner, Pennsylvania State College, Chairman
H. C. Fetterolf, State Supervisor of Agricultural Education, Harrisburg
Glenn Bressler, President, Pennsylvania Teachers of Vocational Agriculture, Hollidaysburg

Eastern Teachers, Do Come

HERE'S the program of the Agricultural Section of the Convention of the American Vocational Association. To the rank and file of vocational teachers, this may be "just another program," but to veterans in convention attendance it has all the earmarks of superior quality. Note the numbers that appear to apply directly to the teacher on the job, the man in the furrow, yourself. While all phases of the program are not presented, prospective merit seems to abound in those selected.

With this prospect of a superior program, the question is raised of the teachers in the immediate vicinity of Philadelphia, in particular, and in the East, in general, "Are you planning to attend?" Don't pass this opportunity by when it comes so rarely. Many states more distant will be represented only by the president of their teachers' association, but you who are in the bordering states should be there in large numbers. May I promise you a valuable series of meetings in themselves and a more valuable privilege of contacts with other teachers trying to do the same job that you are. Every teacher of vocational agriculture within a reasonable distance of an A.V.A. Convention should attend that Convention at least once. Eastern

Farm Mechanics

R. W. CLINE

Upgrading Our Farm Mechanics Program

GLENN BRESSLER, Teacher, Hollidaysburg, Pennsylvania

Glenn Bressler

The author of this excellent article is the president-elect of the Teachers of Vocational Agriculture in Pennsylvania and as such becomes, ex-officio, a member of the editing-managing board of our magazine. We are pleased to have this article as Mr. Bressler's first contribution. We hope others will follow. I am asking Mr. Bressler to be responsible for articles from the teachers to the magazine. It is my desire, as it is the desire of many teachers, that more contributions from the teachers be printed. This then is their opportunity. Mr. Bressler will be soliciting from the teachers good articles for publication.

THE war emergency has given rise to more local publicity for vocational education in agriculture than any other one thing since the inception of the program 27 years ago. The speed with which the program for training young men for war industry was put into operation exceeded even the fondest hopes of those responsible for its administration. When the shortage of farm machinery became acute, vocational courses were immediately established in school farm shops to help the farmer meet his machinery problem. The fact that vocational education has always adapted its program to prevailing needs has again been proved. The large number of men trained for war industry and the help given farmers, along with the tangible and intangible contributions of these courses to the war effort, have made a permanent imprint in each community served by vocational agriculture thruout my state and the nation.

Since the war emergency program has met with such great favor among our farmers, it may be well for us to consider the reasons in order that we may effectively plan for the future. Perhaps the most significant reasons are: (1) Shops were adequately equipped. (2) Specially skilled workmen broadened the scope of repair work which could be done. (3) Itinerant teacher-trainers informed teachers in the field of recent developments.

Shops Well Equipped

The equipment placed in our shops thru the war training program has made it possible to do most of the shop work required on a farm. All of us still recall those prewar days when we were trying to teach farm mechanics with a harness needle, saw, hammer, and soldering iron—those days before school administrators were able to comprehend the possibilities of the farm mechanics program, and before many teachers were fully awakened in this phase of their work. This lack of understanding and vision on the part of school administrators and teachers, together with the poorly equipped shops, resulted in poor workmanship and increased discipline problems.

Today we find our farm shops equipped to do all the necessary repair jobs which will arise on a farm. They are equipped with oxy-acetylene and arc welders, metal lathes, wood lathes, cir-

ers are eager to do their own farm machinery repair work in the school shops.

To use this equipment efficiently necessitated the hiring of special instructors. Many teachers of agriculture were not sufficiently trained to perform all the special skills required in the various repair jobs. Hiring an experienced mechanic who was known by most of the farmers added prestige to the courses. The farmers were assured that satisfactory repair work could be done, and the teacher of agriculture was in a better position to help individual farmers with their problems. At the same time the teacher gained invaluable training and was awakened to a broader concept of the possibilities in a farm mechanics program.

Itinerant teacher-trainers, altho limited in number and time, played an important role in keeping teachers informed about the latest developments pertinent to the war training program. By meeting with groups of teachers from a particular county or area they were able to bring to their attention information relative to wartime problems, labor-saving devices and new procedures in performing special skills. Teachers were enabled to bring to the attention of farmers these new developments.

Unquestionably, those of us who participated in the war training program have a sense of pride in work accomplished during this critical period. We have recognized the inherent values of the program to the farmer, the school and the teacher. Our earlier concept of farm mechanics instruction has been completely changed. Our thoughts are now turned toward what the future holds for us in our farm mechanics program.

Shop Organization Important

Recent legislation has made it possible

is definite reason to believe, therefore, that our farm shops will be adequately equipped as we move from the war training program to the retraining of veterans and dislocated factory workers, and on to the permanent program of farm mechanics in vocational agriculture. Equipment alone, however, will not overcome our prewar handicaps. The limitation of floor space in many of our farm shops, which made it necessary for farm machinery repair courses to be taught in rented garages or other unoccupied buildings, presents a building problem. Inefficiently constructed and organized tool cabinets and project storage cupboards may be regarded as major contributing factors to poor shop discipline and workmanship. Many times teachers have blamed boys for misconduct, disinterest in shop work, failure to clean up the shop properly at the end of the class period. Careful scrutiny of such situations would probably reveal that the teachers are more at fault than the pupils.

It is always interesting to analyze and attempt to correct disturbing situations. Ever since the organization of the agriculture department at Hollidaysburg, we have been disturbed by the inadequacy of the farm shop program. Up until two years ago the farm shop was combined with the industrial arts shop and could be used for agriculture purposes only one day each week and in the evenings. After conducting two years of national defense training classes in general metal and electricity, when the demand for courses in farm machinery repair became so great, school authorities were convinced of the need for more shop floor space. The result was that an industrial arts shop was organized in another part of the building, leaving the entire floor space of the original shop to be used for farm mechanics. This shop contains approximately 2,500 square feet of floor space and has a triple door leading to an outside driveway. With the help of the Future Farmers and a janitor, we constructed tool cabinets, workbenches, project storage bins, a lumber rack, a metal rack, and house framework for electrical wiring. The pupils were given utmost consideration in the planning of this shop. No tool cabinets were built higher than six feet; tools for a particular enterprise were placed together in a cabinet; positions of tools were clearly marked by painted silhouettes; accurately labeled compartments were constructed for hardware and supplies; lumber and metal racks were provided with a special place for small pieces; individual project storage bins for each pupil were made. The only necessary money expenditure by the school district was for lumber to build the various cabinets and benches. This expenditure of money for the farm shop can certainly be justified. The all-day pupils use the shop two days a week for farm mechanics. During the winter months the shop is used by classes in farm machinery repair two or three nights each week, and

daytime. The shop is also used as a laboratory for discussions and demonstrations relating to other phases of the agricultural program.

School districts have benefited from the war production training program by receiving large amounts of equipment. It should therefore be reasonable to expect them to make adequate provisions for effective use of this equipment. Teachers must take the initiative to plan for these improvements. Lack of "gumption" on their part to demand certain improvements will inevitably result in continued prewar handicaps. If we expect to keep our farm mechanics program challenging to our all-day classes and meeting the needs of the farmers in our respective communities, a complacent attitude among our teachers cannot be tolerated.

Continuing Service of Special Instructors

Skilled workmen who were granted emergency teaching certificates to assist in our war training program have opened a new avenue of instruction for teachers of agriculture. To have at their disposal men who had years of experience in welding, tractor repair, and general repair work gave the teachers the necessary confidence to launch an all-out repair program such as they had never dreamed. They knew that with this experienced help they could tackle the most difficult farm machinery and feel confident that a satisfactory job of repair and adjustment would be done. The teachers themselves could pay more attention to details of instruction and keep the machinery moving in and out of the shop in a steady stream. At the same time they were acquiring a practical knowledge of shop skills and had an opportunity to put that knowledge into practice. This is the sort of training that only experienced men can give; it is not found in textbooks nor is there sufficient time during the college training period to learn all these things which a teacher of agriculture should know in order to conduct a farm mechanics program on the level which was attained during this war period.

When the war has been won, it is quite probable that Federal appropriations for training programs will be curtailed. There is every reason to believe, however, that we will recognize the value of these special instructors in peacetime as well as in wartime, and that funds will be made available to continue this practice. The problem of certification, of course, needs to be considered. These men are not college graduates, and perhaps many of them do not even possess a high-school diploma. In the light of the teaching results obtained in these wartime classes, however, it would seem reasonable that attention be given to the certification of special instructors in peacetime, particularly in the several phases of mechanical skills.

Itinerant Teacher-Trainers Essential

As the war training program draws to a close, all of us are realizing more than ever the need for an extended program in itinerant teacher-training. The heavy demands made upon the time of the teachers of agriculture necessitate professional help from the standpoint of organization of subject matter, demonstrations, and assistance in conducting young- and adult-farmer classes. Itinerant teacher-trainers in Pennsylvania have conducted many profitable meetings with groups of teachers from a county or area. These meetings were instrumental in keeping teachers in the field alert to current developments. Benefits of these meetings may be illustrated from my personal experience. On one particular occasion the subject for discussion was "The Use and Care of the Electric Motor." During the course of the evening every teacher had an opportunity to tear down and reassemble three kinds of motors. The use for which each is adapted was discussed. As a highlight for the evening a freezer of ice cream was frozen by using a quarter horsepower capacitor motor controlled by a thermostatic switch. All of us went home from the meeting well informed about this phase of electricity and quite enthusiastic about improving our teaching of electricity in connection with the farm mechanics program. As a direct result of this meeting a demonstration was prepared by our Future Farmer chapter on the matter of replacing hand-turned equipment with an electric motor. The team won first place in a state-wide electrical contest.

This past winter a demonstration was held in our deaprtment by an itinerant teacher-trainer on how to construct a corn elevator. As a result of this meeting corn elevators were built in our farm shop this past fall. These are only two of the many similar examples of meetings which indicate the value of this teacher-training program.

Since more demands will be made upon the teachers of agriculture to conduct young-farmer and adult-farmer classes, there will be a still greater need for this service. It appears reasonable, therefore, that our teacher-training departments must expand their facilities to meet not only the needs of the beginning teachers but also to keep the older teachers up to the minute in our rapidly changing agricultural world.

If we as teachers of agriculture fail to upgrade our farm mechanics program even in a small measure, we are limiting to that extent our service to our rural communities. State departments of education and teacher-training departments must be responsible for training teachers in the field and for setting the pattern for individual shops. Local administrators must provide the means for attaining this goal. But back of all this must be the vision and courageous initiative of each agricultural teacher. We have prided ourselves in our ability to adjust to difficult situations in our never-failing contributions toward the solution of all farm problems. Our own record is a challenge to go on to greater heights of service.

Starting Freshmen Right

At Groveport, Ohio, the upperclassmen realize the value of quality livestock for freshmen, so they have agreed to sell purebred foundation stock to the freshmen at a cost slightly above market price. Thus, all freshmen have quality animals from the start. Appreciative of this, they of course "do their good deed" at the first opportunity. The adviser is

F.F.A. Helps in Farm Plans

A CONTEST in building arrangement, conducted by the Junior-Senior agriculture classes at the farm home of Jay Gillispie near Choctaw, Oklahoma, recently proved interesting and profitable.

Mr. Gillispie wished to arrange his buildings in a more suitable manner and to do considerable landscaping so he decided to ask help of the vocational agriculture department. Several trips were made to his farm to study the possibilities and discuss with him some of the problems. Considerable study was made in the classroom before the final plans were drawn and turned in to Mr. Gillispie who was the final judge.

Three awards of $10, $5, and $2 were offered. First place went to Royal Hargrove; second to Earl Gregg, and third to Pat McKinney. In order to get the money more evenly distributed among the contestants it was agreed that whoever won would treat the class to an evening of bowling in Oklahoma City.

Mr. Gillispie states he was well pleased with the plans and would probably have something for the class to assist with next year. His offer is accepted as an opportunity to study farm management from a practical standpoint.

Checking on Ourselves

ONE of the aims and purposes of our organization is to "train for useful citizenship, foster patriotism, and develop character."

The past record of the F.F.A. speaks for itself when we think of patriotism and citizenship. Records show that last year we produced more than ever before. Are we going to repeat this accomplishment in 1945?

Now, check on yourself for this year and see if you are fulfilling your patriotic duty as a good citizen. As Future Farmers do you have your farming programs expanded to the fullest extent possible? In your program, are you following the best practices known to agriculture?

Are you buying War Bonds and Stamps, aiding with scrap collection, and helping your neighbors with their rush work whenever possible? Are you developing abilities in the farming business which will enable you to become an efficient producer of agricultural products and help you to become established in farming, the ultimate goal of every Future Farmer? Is your answer to these questions *Yes*? If so, you are doing this under the greatest handicap confronting any war business in this country today—that of insufficient labor and machinery. Consequently, you should be honored with the distinguished service cross or some similar medal for work beyond the line of duty as patriotic citizens.

Let us not forget the important aim of developing character. Records show an astounding increase in juvenile delinquency. This is evidence of a laxity in our development of character. Are we, as Future Farmers, doing anything about this situation? As F.F.A. members your characters are being molded. Make sure you are using the mold which will be beneficial to you and to society in the pursuit of health and happiness.

Studies and Investigations

E. B. KNIGHT

Salaries and Teaching Situations in Vocational Education in Agriculture

E. R. HOSKINS, Cornell University, Ithaca, N. Y.

THIS article has been developed as an expansion of one section of Table IV, "Young Men in Teaching," 1942. Since many supervisors and teacher educators have received complimentary copies of the bulletin, it may be referred to in relation to the article. One hundred ninety first-year teaching situations of 204 teachers of vocational agriculture in New York who completed their training courses in special methods under the direction of the author and who accepted positions in the secondary schools of the state from 1933–1939 are shown in the table.

E. R. Hoskins

In a similar manner, 146 second-year teaching situations, 113 third-year teaching situations, 82 fourth-year teaching situations, 61 fifth-year teaching situations, 34 sixth-year teaching situations, and 9 seventh-year teaching situations are shown in the same table. The author selected the fourth-year teaching situations to evaluate in more detail and to show the relationship of salaries to the situations after the teachers had obtained three years of teaching experience. Twenty high-salaried positions from the fourth-year situations were taken as the upper quartile and similarly, 20 low-salaried positions from the same group were taken as the lower quartile for making the comparisons.

The list of 37 items indicates that there was a very close association of many factors with the salaries paid for the 20 high and the 20 low positions in vocational agriculture in New York State during the period of the study.

There was a difference of $635 between the average salaries for the high and the low positions and an average range of $400 within both salaried groups. The tenure of the higher-paid group was considerably longer than that of the lower-paid group. Three men from each group were in the armed services in 1943, while seven men from the lower-salaried group were leaving the teaching profession to seek other employment or to farm for themselves. The larger school enrollments and teaching staffs were associated closely with the better positions. Large departments of vocational agriculture and larger shop programs were associated with the higher salaries paid by larger schools, whereas the teaching of additional subjects and more study-hall duty were associated with the lower salaries and smaller schools. Since the higher-paid group were located in the home-room responsibilities. The more highly-paid group organized and conducted part-time and adult groups and, in addition, acted as local 4-H leaders to a greater extent than did the lower-salaried group. Since such activities are participated in in addition to regular classroom responsibilities, and are not influenced greatly by the size of the school, they tend to measure the initiative of teachers to a great extent. Membership in farm and professional organizations did not differ to any extent in the two groups.

Professional Improvement

The number of teachers taking professional improvement work beyond their first degrees was the same, or 17 from each group, tho the selection and scope of the professional improvement programs varied greatly between the two groups. The more highly-paid group averaged twice as many credit hours as did the lower-salaried group. Much more of the work taken by the first group was on the graduate level, showing concentration in the field of education, whereas the second group tended to select shop and industrial courses to a much greater extent. No doubt, the shop emphasis was an attempt to adjust advance training to the needs and demands

(Continued on page 115)

4th Year Situations of Teachers of Vocational Agriculture	20 High-Salaried Positions (Upper Quartile)	20 Low-Salaried Positions (Lower Quartile)
1. Average salary	$2256	$1621
2. Range in salary	2100–2500	1400–1800*
3. No. not changing positions	15 or 75%	11 or 55%
4. No. changing positions once	4 or 20%	7 or 35%
5. No. changing positions more than once	1 or 5%	2 or 10%
6. Average no. full-time teachers in schools where employed	17 plus	8.1
7. Average no. 4-Year High-School boys	144	47.5
8. Average no. 4-Year High-School girls	156	55.5
9. Average no. total High-School students	300	103.0
10. Average no. boys in Vocational Agriculture	35.8	20.0
11. Average no. boys in 7th and 8th grade Shop	41 plus	27.0
12. Number teaching 7th and 8th grade Shop	14 or 70%	15 or 75%
13. Average no. boys in 9th year Industrial Arts	16	10
14. Number teaching 9th year Industrial Arts	2 or 10%	1 or 5%
15. Average no. in other classes	0	36
16. Number teaching other classes	0	10 or 50%
17. Average no. in study halls	81	38
18. Number conducting study halls	9 or 45%	14 or 70%
19. Average no. in home rooms	39	35
20. Number conducting home rooms	12 or 60%	4 or 20%
21. Average no. in part-time group	22	13
22. Number conducting part-time group	15 or 75%	9 or 45%
23. Average no. in adult group	35	19
24. Number conducting adult group	8 or 40%	7 or 35%
25. Average no. in 4-H groups	47	27
26. Number leading 4-H groups	11 or 55%	12 or 60%
27. Average no. in three special groups	47	38
28. Number leading special groups	20 or 100%	15 or 75%
29. Average no. farm organizations joined	1.6	1.3
30. Average no. professional organizations joined	3.3	3.0
31. Average no. professional journals read	3	3
32. Number registering for professional improvement work	17	17
33. Average no. hours of credit—First four years—improvement work	19.7	9.85
34. Percent credit hours—Educational courses	54.6%	24.55%
35. Percent credit hours—Shop and Industrial courses	40.0%	71.85%
36. Percent credit hours—Technical Agriculture	5.4%	3.6%
37. Number registered in Graduate School	High	Low

Vocational Agriculture and Farm Labor

H. J. FOWLER, Teacher, Powell, Tennessee

FARMERS are short of farm labor. They have been short of farm labor almost since the beginning of the European war. All of us who have been in touch with the farms know this. The public, as a whole, is still ignorant of this situation.

H. J. Fowler

Farmers and farm laborers have not gone on strikes. They have not aired their troubles in the paper. Yet we can all recall the faces of tired, overworked farmers who have sons in the armed forces.

The young men from the farms surely make good soldiers, and the armed forces need them. Someone must take their places. It seems logical that much of this replacement should come from the farm-trained young men in vocational agriculture.

The department of vocational agriculture at Powell's high school, Tennessee, started a program to supply some farm labor in the early spring of 1941. Volunteers for farm work were called for among the F.F.A. members. A chart was placed on the school bulletin board listing members possessing tractors, teams, special equipment and giving the relative experience and skills of those who volunteered. Some seven tractors, 12 teams, 14 experienced hands and 28 boys with limited experience were listed.

This program was not a startling success. During the spring and summer of 1941 our group of student farm workers furnished the equivalent in man hours of six men working for a whole year. The work that they did on the home farms and by personal contact with neighbor farmers was not counted.

Some unpleasant situations arose. In the beginning we set prices for farm labor. We soon learned that this was an unwise step. When five F.F.A. members walked out on a farmer filling a silo in the middle of the day because they learned that younger boys were being paid more than they were receiving, we stopped setting a price. We had complaints that boys would plow their home farms and the farms of neighbors when the weather was favorable, and would plow in wet weather for others requesting help. A few farmers said the boys were not worth much. A far greater number of farmers said they did excellent work.

Wage Troubles

After the program had been functioning for about a year, Dr. E. B. Knight came to our chapter with a labor program sponsored by the Agricultural Education Department of the University of Tennessee. The basic idea of his program was fundamentally the same as the one we had been working upon. Thru his survey we were able to make a comprehensive list of the farmers needing help, the kind of work to be done, and the months in which this help would be needed. We also learned that only certain for the work, but almost 100 percent were anxious to get boys from the department of vocational agriculture.

During the six to nine months after Dr. Knight's survey the program picked up. It came to the attention of the County Agent's office and the County Farm Labor Committee (No. 2). Many complimentary things were said about it. Then it began to collapse.

There was one simple and obvious reason for its collapse. The supply of young men skilled in farm work began to dwindle. They were being taken into the armed services or were going to jobs in industry that paid more. Not all the boys left. Even now there are a few strong, experienced farm workers in the chapter. The time that these boys have to spare is so thoroly taken up at home and by personal contact that no school program could render better service.

Used Younger Boys

As the boys of military age were called, we replaced them with younger boys. First we called on the younger boys in the chapter, then we called on elementary school boys at Powell, and finally we picked up anyone we could get. Our troubles increased. There were serious complaints about the quality of the work. Eight boys were taken to a nursery on Friday to do eight or 10 days work. On Monday night two were still on the job. This experience became the rule and not the exception. Just before school started in the fall of 1943, I had three calls for boys to cut silage corn, to save some hay rotting in the field, and to help thresh some grain. For two days I hunted over my entire territory. Not one person was found who could help. Since then little or no work on this program has been done.

When and if the farm labor situation becomes more acute, there are other possible ways for rural high-school students to help. Girls may furnish part of the labor. In my community farmers are afraid to use girls for the heavier work. It is possible that some of the stronger girls are more capable of doing this work than farmers realize. Students could be organized into groups and do farm work on school time. Whenever the school authorities become convinced that such work is needed I am sure they will co-operate. Therefore, the problem now is for farmers or farm agencies to demonstrate that:

1. A high percentage of farmers are overburdened with work.
2. A large acreage is being abandoned.
3. Many foodstuffs are rotting in the fields because there are not enough hands to harvest it.

These situations probably exist, but so far as I know there is no convincing way by which anyone may demonstrate their existence to the school authorities. Someone should take the lead in directing such surveys and I believe it should be a person of greater influence than a local teacher of vocational agriculture.

The Editor's Comment: This is a real problem that Mr. Fowler raises. It is not too early to be thinking about it. Does it require the services of someone else or can teachers of agriculture make their contributions? No labor, no food. Give

"You Shall Be the Miracle"

DO NOT pray for easy lives. Pray to be stronger men! Do not pray for tasks equal to your powers, pray for powers equal to your tasks! Then the doing of your work will be no miracle, but you shall be a miracle. Every day you shall wonder at yourself, at the richness of the life which has come to you by the grace of God.—Phillips Brooks.

Veterans and Defense Workers

(Continued from page 110)

11. Social and recreational activities in rural communities.
12. Rural institutions.
13. Directed or supervised farm practice emphasizing progress in establishment in farming.

The individual who enrolls in the young-farmer classes will want to have a voice in determining the content of the training program. Advisory councils should be of assistance in planning and readjusting the program. This does not mean that the teacher should not plan what he thinks the instructional program should include. However, he must recognize the desirability of making changes in the teaching program as needs dictate.

In making plans for an educational program to meet the needs of a community, all individuals having any responsibility in connection with the program should consider the desirability of making courses in vocational agriculture available for returning veterans and defense workers an important part of a comprehensive program in vocational education in agriculture.

Salaries and Teaching Situations

(Continued from page 114)

of the smaller schools that could not afford or were not organized to hire two men teachers for a vocational-training program.

Conclusions

1. Departments of vocational agriculture should be evaluated and classified in relation to existing programs and potential programs to be continued and developed in agricultural areas.
2. The possibilities of combining agricultural programs for two adjacent centers should be thoroly explored in order to establish programs of scope and worthwhile positions.
3. Well-planned and conducted programs for special groups should be given more recognition in making promotions.
4. Well-selected professional improvement programs without unnecessary restrictions and retardations should be available for progressive teachers.
5. Substantial salaries and more rapid advancements are necessary to attract and hold well prepared men for the field of vocational education in agriculture, due to the competition from the many

Future Farmers of America

A. W. TENNEY

I Rise to a Point of Order

ROBERT ZINN, Teacher, Varna, Illinois

DO I hear a second to the nomination of John Doe for president?

There are few of you who have not heard this, or some similar gross error, in the conduct of business meetings. Why are people so poorly informed on correct parlimentary procedure?

Inability to conduct a meeting along correct parlimentary lines is evidence of lack of training. Proficiency as a parlimentarian does not just happen. To learn the "ins and outs" of the proper conduct of meetings takes time, instruction, study, and above all else practice.

Before the time that F.F.A. chapters started their systematic study of the *Rules of Order*, very little, if any, serious instruction was given to young people in parlimentary law. This being true, how could youths hope to grow to adulthood, hold offices, and have any but the slightest knowledge of the manner in which to conduct public meetings? This, I believe, is the answer to the question asked above.

Those of you in F.F.A. who have acquired even a fair knowledge of parlimentary law know how embarassing it is to observe a meeting that is being conducted with little or no regard for correct procedure. You can readily see how helpless a chairman is who doesn't know his procedure. Likewise the individual members seated in the delegate body are equally helpless if they do not know how to get a hearing from the presiding officer.

As farm youths, what use will you have for a knowledge of the *Rules of Order?* A brief, but by no means complete, list of the many situations in which you might find yourself, where a knowledge of correct procedure would be highly desirable follows:—(1) F.F.A. officer, (2) class officer, (3) church officer, (4) Farm Bureau director, (5) P.T.A. officer, and (6) school board president. In most cases you were mentioned as being an officer but not the president. It is true that the president has the greatest need for the use of parliamentary ability. However, any officer or any member of the delegate body needs to know how to express himself in a public meeting.

The practice, on the part of wide-awake F.F.A. chapters, of using and developing correct meeting techniques has been mentioned. This is a highly commendable activity, enough so to justify the existance of a chapter if it existed for no other reason. What can be done to give our F.F.A. members greater opportunities to develop adequate parlimentary ability? It seems to me that one of the most worthwhile means to this end is the use of parlimentary procedure contests. These contests can be inter-chapter, inter-school, sectional, or even on a state level. In preparing a team for participation in such an event all of the chapter with the correct use of parlimentary law.

In Section 11, located in western Illinois, such contests have been held with a high degree of success. They are not difficult to put on, once the system is learned. To start from scratch and try to work up such an event would be a difficult job. In an effort to stimulate greater use of these contests and thereby get more young men versed in the right procedures for business conduct, the rules and score card used in our section are listed below. No one man can be given the credit for composing these rules. They were worked out by the chapter advisers who had teams participating in the contests on various occasions.

The picture accompanying this article shows the Carthage F.F.A. chapter officers and adviser as they are ready to open the contest with the official opening ceremony.

Rules for the Parliamentary Procedure Contest in Section II

1. The contest will be held in the Carthage high-school gymnasium on Thursday evening February 26, 1942 starting promptly at 7:15 p.m.

2. A team shall consist of not less than five or more than six boys, one of whom shall act as chairman and the other as secretary. The secretary shall sit near his chairman and act while said chairman is presiding. The president and secretary shall sit with the other members of the team and act with them when they are not performing their official duties.

3. Members of teams will be seated together and all teams combined will make up the delegate body (assembly) over which each chairman will preside for a period of seven to 10 minutes depending upon the number of teams present.

4. All teams will be seated directly in front of the chairman and the judges so that all can be seen and easily recognized when they arise.

5. Team members will be numbered, each individual in the contest having a different number, so the judges will have no chance to confuse members from different schools.

6. Have your team practice in speaking loudly and distinctly as the contest will be held in a large room and the chairman will be seated a considerable distance from the group.

7. Team members will introduce any kind of business or discussion, the idea being to show their ability by bringing up things which will test the ability of the chairman and other team members. Various types of motions should be made, as well as discussion of an extemporaneous nature on any or all topics.

8. When a chairman from a school is in charge his teammates will not take part in the proceedings.

9. Participants shall be limited to the material covered in the booklet *Come to Order* by Henderson and Rucker.

10. Participants shall reply upon their own resources. Therefore, no pencils or paper shall be used during the contest except by the secretary, and by him only when his chairman is presiding.

11. Business transactions shall be carried out as nearly normal as possible: *There shall not be unnecessary parliamentary maneuvering so as to confuse and kill time.* To aid in this, obey the following rules:—

a—Only two subsidiary motions may be applied to any one main motion.

b—Not over two privileged motions may be made during the consideration of any one motion.

c—Only one unclassified motion may be presented to the delegate body during the consideration of any one motion.

d—The following privileged motions *shall not be allowed;*

(1) To adjourn, (2) To take a recess.

12. Each chairman shall start his session of the evening with new business. This prevents the delegate body from calling upon the secretary for a rereading or restating of business that perhaps transpired while he was not serving in the capacity of secretary. To let the entire evening's business carry thru would give the first secretary and chairman a decided advantage over all others.

13. Two qualified persons will act as judges of the contest.

14. The judges will use a score card for each school. In addition he will have an assistant who will keep a record of the number of times each team member is up, and the number of times each team member is found to be wrongly informed about the correct procedure. (The idea here is to secure uniform participation from all members of a team and to prevent members from guessing about the correct procedure which would only delay and confuse the meeting rather than test the ability of anyone.) *The best technique will be to bring up many and varied procedures in proper usage, rather than wrong procedure.*

15. If the judges feel that the specified period of presiding (seven—10 minutes) for any chairman, is not long enough for them to determine the ability of that chairman they may have the timer delay the bell until they are satisfied. (*This is necessary as some chairmen have little brought up against them in the regular period which will test their ability. Giving more time should bring out their ability, and if not brought out by the teams, the judges should ask some questions.*)

16. Entries shall be sent so as to reach Robert Zinn, Carthage, Illinois not later than *one week before* the contest.

17. A banner will be presented to the winning team.

18. The meeting will be opened by the officers of the host chapter, using the official ceremonies.

19. A fee will be charged all participating chapters to cover the costs of the con-

The stage as set for the annual parliamentary procedure contest held at Carthage, Illinois, Feb. 26, 1944. The officers at their stations are (left) Wilbur Walker, President, William Mosley, Vice-President, Floyd Harrell, Secretary, William Vance, Treasurer, Harold Vance, Reporter, and Robert Zinn, Adviser, the writer of the accompanying article.

Parlimentary Procedure Contest Score Card—1942

I. CHAIRMAN.....30 points
- a—Voice, emphasizing ability to be understood. 5
- b—Knowledge of parliamentary rules.....10
- c—Ability to handle meeting.....15

II. SECRETARY.....20 points
- a—Ability to keep chairman informed.....15
- b—Completeness and legibility of records as observed by judges..... 5

(Secretary's notes to be given to judge as soon as his chairman finishes)

III. TEAM.....50 points
- a—Uniform participation of team members...10
- b—Voice (Ability to be heard and understood)..10
- c—Knowledge of parliamentary rules.....20
- d—Extemporaneous ability.....10

Total.....100 points

Chilhowie Chapter Surveys Its Former Students

A. B. FARMER, Teacher, Chilhowie, Virginia

A RECENT study of the post-school performance of all students who have completed one or more years of vocational agriculture in the Chilhowie High School was made by the Chilhowie Chapter of Future Farmers of America. The department of vocational agriculture was established in 1929. During its 15 years of operation 193 students have completed one or more years of work. This figure does not include 20 students who are still in school at Chilhowie or elsewhere and who have completed one or more years of agriculture prior to 1943–44. Students who enrolled and dropped the subject or left school before completing at least one year of work are not included since it was thought that the influence of the course upon them was negligible.

The main purpose of any department of vocational agriculture is to give practical instruction and experience to farm boys that will lead to more efficient active participation in farming occupations. A study of the occupational status of former Chilhowie students who are now farming (36 or 19 percent) would indicate that the department was inefficient. However, it must be considered that these are abnormal times and that 41 percent of all ex-students are currently in the armed forces.

The occupational status as shown by the study is given below:

Farming, Chilhowie community	31
Farming outside community	5
Defense work	12
Store clerk	3
U. S. Army Air Corps	8
Army Ground Forces	58
U. S. Navy	10
U. S. Marines	2
Coast Guard	1
Teaching	2
Truck or bus driver	3
Hosiery mill	11
Building trade	1
Coal miner	1
SW Va. Hospital attendant	1
Lawyer	1
Telephone lineman	1
Railroading	2
State highway policeman	1
Pastor	1
Service station operator	1
Doing odd jobs	2
Sick—unable to work	1
Lost connection	9
In school	20
Deceased	5
Total	193

It is interesting to note that among the 79 ex-students who are in the armed forces, 33, or 42 percent, are known to be commissioned or noncommissioned officers. There are two captains and two lieutenants in the army and one ensign in the navy. A total of 20 sergeants are serving in the army and marine corps. There are seven corporals and 25 privates. One former student is an aviation cadet and possibly has his wings at this time. The rank of one man in the coast guard, nine in the navy, and 11 in the army air corps could not be determined in the study.

These men are serving in all parts of the world where our armed forces are located, and many of them have seen or are seeing action at the present time. The F.F.A. chapter, of course, does not have a complete record of the performance of all its ex-members in the service.

Altho the greater percentage of ex-chapter members is in the armed forces, it is of interest to note that the second largest occupational group is that of those on the farm, and the third largest group

Future Farmer, a Hero

ANOTHER former Future Farmer has joined the ranks of current World War heroes by the astonishing exploit of shooting down five Jap Zeros in less than five minutes.

The flyer is Lieut. Ralph Hanks, former F.F.A. member and chapter president at Red Bluff High School, whose experiences are described in a recent issue of *Collier's* under the caption "Ralph Hanks' Day." Altho Lieut. Hanks had been out in the South Pacific for months and had gone on two carrier raids over Jap bases, he had never downed a Nip plane until this particular day.

Then fame came fast. In a slashing air battle which lasted a total of 15 minutes, Hanks' squadron downed 17 out of 20 Jap planes headed for Tarawa, and probably downed two more. Hanks' share of the battle, however, was compressed into a swirling five minutes of action during which he chopped down his five Zero opponents.

In a letter to California Polytechnic College, where Hanks was a crops major following graduation from Red Bluff High School, the flyer modestly said, "Our squadron has slightly over a hundred Jap "meatballs" to its credit, so my five are only a drop in the bucket." (A "meatball" is a Jap flag painted on the side of the victorious plane's cockpit.)

Students at Cal Poly have set aside a "Ralph Hanks day" when emphasis will be given to adding to the blood donations and buying more War Bonds.

Old Gold and National Blue were adopted as official F.F.A. colors at the second national convention in 1929.

F.F.A.

Dr. C. H. Lane, first national adviser of the Future Farmers of America, served from 1928 to 1934. Dr. Lane was succeeded by Dr. J. A. Linke who held this office from 1934 to 1941. Dr. W. T. Spanton, our present adviser, assumed this office in 1941.

F.F.A.

Henry Groseclose of Virginia held the combined office of executive secretary and treasurer from 1928 to 1930. In 1930 W. A. Ross was elected to the office of national executive secretary and Mr. Groseclose continued as national treasurer. D. J. Howard of Virginia succeeded

A Venture in Co-operative Marketing by an Oregon F.F.A. Chapter

M. C. BUCHANAN, Teacher, Eugene, Oregon

WHEN Future Farmer boys in the advanced classes in agriculture at Eugene High School took a field trip to the Producer's Public Market in Eugene in the spring of 1944, they didn't think it would result in the establishment of a successful co-operative marketing stall there for F.F.A. members. However, after conferring with Mr. Ray Bower, market master, the boys opened for business on March 11, 1944, and have kept open every Saturday since.

A summary of the first six months of operation covering the period from March 11 to September 2 inclusive shows gross sales of $1,524. Commissions during that period were $168, leaving the sum of $1,356 net to the producer. Total operating expenses, including labor, rent, equipment, supplies and miscellaneous, amounted to $114, which leaves the chapter co-operative a profit of $54.

A sophomore student, Don Rutledge, makes a sale at the Eugene F.F.A. market stall, while M. C. Buchanan, instructor, helps him weigh-in the morning produce.

To date, the largest part of the business has been in the marketing of dressed poultry and rabbits. In this period of six months, the boys have marketed 597 dressed broilers and fryers, 235 dressed hens, and 107 dressed rabbits; in addition, they have sold 129 dozen eggs, 210 pounds of extracted honey and a considerable quantity of garden vegetables, fruit, berries and plants.

During the summer, the average gross sales per Saturday have been $58.62. Volunteer workers from among the 56 paid-up F.F.A. members operate the stall during school months, but a few boys are paid for their work during the summer.

Among the many interesting things the boys learn on the market is the change in consumer demand according to the season. For instance, on April 8, a very good day just before Easter, the boys sold 40 dressed hens, 10 fryers, and 16 dressed rabbits. In contrast, notice the market day of August 5, when demand for hens and rabbits had fallen off four dressed hens, one dressed rabbit, the consumer of perishable products is necessarily of fairly small volume. A market of this kind, however, is an excellent place for a boy in commercial egg production to dispose of his cull hens. It is also a stimulus to those boys who are limited by land or location in their project opportunity. Such boys with bees, rabbits, a few chickens, berries, or garden can look forward to a steady market at good prices for their products.

We have found that this marketing project has been of real educational value in the classroom. Instead of studying an abstract marketing problem, an actual case is put up to the class. Here is an example: Lynn Buley, a Sophomore boy, is raising some New Hampshire Red fryers. They are about ready for market. He can get 30c per pound live weight or sell at the F.F.A. stall dressed and drawn or 58c, less 10 percent selling commission. Figuring that a three-pound bird will lose 10 ounces in preparing for market, which is the better market?

Lynn decided that he would dress his bunch of 20 fryers which averaged exactly three pounds, he received $28.85, or an average of $1.44 each, which netted him $1.30 each after deducting the 10 percent commission. This gave him 40c a bird for his labor in dressing them. Other problems could be given.

Other educational features coming out of the stall last spring included demonstrations of killing and dressing rabbits, dressing chickens, grading eggs, trimming strawberry plants, and bunching vegetables. Boys needing instruction would bring their produce to school and the instructor or capable boys would put on a demonstration in front of the entire class.

Both the boys and the instructor agree that they have learned a great deal about co-operative selling these past six months.

Courtship At Eventide

She stood at the gate in the twilight,
The lovers' favorite hour,
And patiently waited his coming,
His coming to her bower.

Dark were her eyes and most gentle,
Patient and gentle were they.
Her dark red hair seemed darker still
In the fast receding day.

Kissed by the rays of the evening sun
As the zephyrs kiss the bud,
She sees approach a man with a pail,
While she patiently chews her cud.

Banquet Banter

Toastmaster: Another guest, State Farmer of some 10 years ago, thoro believer in our work, is our alumni member Jim "Baldy" Perkins, recently released from extended service in Army, including several weeks in France. "Never a dull moment" was Baldy's text in classroom and out. I understand Miss Jones, our teacher of Latin, asked Baldy what impressed him most in brief experience in France. And, to her amusement yet dismay, he replied that it was French pheasants singing the mayonnaise. Maybe he will show us how it's done. Ladies and gentlemen, "Baldy" Jim.

Speaker: Ladies and gentlemen, when I came here and saw that the good old "Redhead" was toastmaster, I knew I was in for rough evening, but didn't know just where or when. As usual, has had plenty to say about my bald head. I admit that there isn't much on *outside*, but at that can think of others who have worse shortcoming, mentioning no names. Let me confess. Having been reminded so often of baldness, I decided once that maybe I should do something about it. So I went to best hair dealer I could find and asked for fitting. Due to the shape or size of my head or both, could not find satisfaction at first. Finally clerk said, "There's good fit for you; how do you like it?" He suggested that, due to artificial light in store, I had better step out to street to see how it suited in daylight. I did. I can best describe it by saying that the darned thing looked like something that "Red" molted last spring. I walked back, threw it on counter and said, "No sale. There's at least one thing in life

OFFICE OF EDUCATION, WASHINGTON, D. C.

John W. Studebaker —U. S. Commissioner of Education
J. C. Wright—Ass't Commissioner for Vocational Education
W. T. Spanton—Chief, Agricultural Education

Regional Agents: C. H. Lane—North Atlantic; J. H. Pearson—North Central; D. M. Clements—Southern; E. J. Johnson—Pacific; W. N. Elam—Special Groups

Specialists: F. W. Lathrop—Research; A. W. Tenney—Subject Matter; H. B. Swanson—Teacher-Training; R. E. Naugher—Part-time and Evening; D. L. MacDonald

d—directors
s—supervisors; as—assistant supervisors; rs—regional supervisors
ds—district supervisors; t—teacher-trainers; it—itinerant teacher-trainers
rt—research workers; cs—colored supervisors; ct—colored teacher-trainers
sms—subject matter specialists

ALABAMA
d—J. B. Hobdy, Montgomery
s—R. E. Cammack, Montgomery
ds—J. C. Cannon, Auburn
ds—H. F. Gibson, Auburn
ds—L. L. Sellers, Auburn
sms—C. C. Scarborough, Auburn
ds—T. L. Faulkner, Auburn
t—S. L. Chestnutt, Auburn
t—G. T. Sargent, Auburn
rt—R. W. Montgomery, Auburn
ct—E. A. Grant, Tuskegee Institute
ct—Arthur Floyd, Tuskegee Institute

ARIZONA
d—E. D. Ring, Phoenix
s—L. D. Klemmedson, Phoenix
t—R. W. Cline, Tucson
t—J. R. Cullison, Tucson

ARKANSAS
d-s—Fred A. Smith, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—Earl G. Landers, Batesville
t—Roy W. Roberts, Fayetteville
sms—Henry L. Cochran, Fayetteville
ct—J. C. McAdams, Pine Bluff

CALIFORNIA
d—Walter F. Dexter, Sacramento
s—Julian A. McPhee, San Luis Obispo
as—B. J. McMahon, San Luis Obispo
rs—E. W. Everett, San Jose
rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento
rs—A. G. Rinn, Fresno
rs—Weir Fetters, San Luis Obispo
rs—Harold O. Wilson, Los Angeles
ts—Wesley P. Smith, San Luis Obispo
rs—H. H. Burlingham, Chico
t—S. S. Sutherland, Davis
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo

COLORADO
d—H. A. Tiemann, Denver
s—A. R. Bunger, Acting, Denver
t—G. A. Schmidt, Fort Collins

CONNECTICUT
d—A. S. Boynton, Hartford
s—R. L. Hahn, Hartford
t—C. B. Gentry, Storrs

DELAWARE
d-t—R. W. Heim, Newark
s—P. M. Hodgson, Dover

FLORIDA
d—Colin English, Tallahassee
s—J. F. Williams, Jr., Tallahassee
t—E. W. Garris, Gainesville
it—W. T. Lofton, Gainesville
it—J. D. Smith, Gainesville
ct—L. A. Marshall, Tallahassee
ct—G. W. Conoly, Tallahassee

GEORGIA
d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
cs—Alva Tabor, Fort Valley
t—John T. Wheeler, Athens
t—O. C. Aderhold, Athens
sms—A. O. Duncan, Athens
t—R. H. Tolbert, Athens
ct—Benj. Anderson, Industrial College

HAWAII
d-s—W. W. Beers, Honolulu, T. H.
s—Warren Gibson, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO
d-s—William Kerr, Boise
s—Stanley S. Richardson, Boise
s—Elmer D. Belnap, Idaho Falls
t—H. E. Lattig, Moscow
t—H. A. Winner, Moscow

ILLINOIS
d—Ernest J. Simon, Springfield
s—J. E. Hill, Springfield
s—J. B. Adams, Springfield
s—A. J. Andrews, Springfield
t—H. M. Hamlin, Urbana
t—Melvin Henderson, Urbana
t—J. N. Weiss, Urbana
t—H. J. Rucker, Urbana

INDIANA
d—Clement T. Malan, Indianapolis
s—Harry F. Ainsworth, Indianapolis
t—B. C. Lawson, Lafayette
rt—S. S. Cromer, Lafayette
it—R. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—I. G. Morrison, Lafayette
it—H. B. Taylor, Lafayette

IOWA
d—L. H. Wood, Des Moines
s—H. T. Hall, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames

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

KENTUCKY
d-s—R. H. Woods, Frankfort
s—E. P. Hilton, Frankfort
t—Carsie Hammonds, Lexington
it—Watson Armstrong, Lexington
it—W. R. Tabb, Lexington
ct—J. J. Mark, Frankfort

LOUISIANA
d—John E. Coxe, Baton Rouge
s—S. M. Jackson, Baton Rouge
ds—A. Larriviere, Baton Rouge
ds—F. E. Kirkin, Baton Rouge
t—C. L. Mondart, University
ct—M. J. Clark, Scotlandville
ct—Dallas Matthews, Scotlandville
ct—E. C. Wright, Scotlandville

MAINE
d—Austin Alden, Augusta
s-t—Herbert S. Hill, Orono
s-t—Wallace H. Elliott, Orono

MARYLAND
d—John J. Seidel, Baltimore
s-t—H. F. Cotterman, College Park
ct—J. A. Oliver, Princess Anne

MASSACHUSETTS
d—M. Norcross Stratton, Boston
s—John G. Glavin, Boston
t—F. E. Heald, Amherst
t—W. S. Welles, Amherst

MICHIGAN
d—George H. Fern, Lansing
s—Harry E. Nesman, Lansing
s—Luke H. Kelley, Lansing
s—Raymond M. Clark, Lansing
t—H. M. Byram, East Lansing
t—G. P. Deyoe, East Lansing
t—Paul Sweany, East Lansing

MINNESOTA
d—Harry C. Schmid
s—C. O. Ayers, St. Paul
t—A. M. Field, St. Paul
t—G. F. Ekstrom, St. Paul

MISSISSIPPI
d—H. E. Mauldin, Jr., Jackson
s—A. P. Fatherree, Jackson
ds—R. H. Fisackerly, Jackson
ds—E. E. Gross, Hattiesburg
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—O. L. Snowden, State College
t—E. P. Rawson, State College
t—D. W. Skelton, State College
sms—H. O. West, State College
it—V. P. Winstead, State College
ct—A. D. Fobbs, Alcorn
ct—Robert Ross, Alcorn

MISSOURI
d—Roy Scantlin, Jefferson City
s—J. H. Ford, Jefferson City
ds—Joe Duck, Springfield
ds—C. V. Roderick, Jefferson City
t—Sherman Dickinson, Columbia
t—G. J. Dippold, Columbia

MONTANA
d—Ralph Kenck, Bozeman
s—A. W. Johnson, Bozeman
s—H. E. Rodeberg, Bozeman

NEBRASKA
d—G. F. Liebendorfer, Lincoln
s—L. D. Clements, Lincoln
s—H. W. Deems, Lincoln
t—H. E. Bradford, Lincoln
t—C. C. Minteer, Lincoln

NEVADA
s—Kirby E. Brumfield, Carson City

NEW HAMPSHIRE
d—Walter M. May, Concord
s-t—Earl H. Little, Concord

NEW JERSEY
d—John A. McCarthy, Trenton
s-t—H. O. Sampson, New Brunswick
s-t—E. V. Bearer, New Brunswick
t—O. E. Kiser, New Brunswick

NEW MEXICO
ds—Frank E. Wimberly, State College
t—Carl G. Howard, State College
t—H. M. Gardner, State College

NEW YORK
d—Oakley Furney, Albany
s—A. K. Getman, Albany
s—W. J. Weaver, Albany
s—R. C. S. Sutliff, Albany
s—J. W. Hatch, Buffalo
t—R. M. Stewart, Ithaca
t—E. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—Roy A. Olney, Ithaca

NORTH CAROLINA
d—T. E. Browne, Raleigh
s—Roy H. Thomas, Raleigh
ds—R. J. Pasler, Raleigh
ds—E. N. Meekins, Raleigh
ds—J. M. Osteen, Rockingham
ds—T. H. Stafford, Asheville
ds—T. B. Elliott, La Grange
ct—S. B. Simmons, Greensboro
ct—C. E. Dean, Greensboro
ct—W. T. Johnson, Greensboro
t—Leon E. Cook, Raleigh
t—L. O. Armstrong, Raleigh
t—J. K. Coggin, Raleigh

NORTH DAKOTA
d—Edward Erickson, Grand Forks
s-t—Ernest L. DeAlton, Fargo
t—Shubel D. Owen, Fargo

OHIO
d—Kenneth C. Ray, Columbus
s—Ralph A. Howard, Columbus
ds—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—H. G. Kenestrick, Columbus
ds—F. J. Ruble, Columbus
t—W. F. Stewart, Columbus
it-ds—C. E. Rhoad, Columbus
t—A. C. Kennedy, Columbus
rt—Ray Fife, Columbus

OKLAHOMA
d—J. B. Perky, Stillwater
s—Bonnie Nicholson, Stillwater
ds—W. R. Felton, Stillwater
ds—S. M. Crosnoe, Stillwater
ds—Byrl Killian, Stillwater
ds—Roy Craig, Stillwater
t—O. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
ct—D. C. Jones, Langston

OREGON
d—O. I. Paulson, Salem
s—Earl R. Cooley, Salem
s—Ralph L. Morgan, Salem
t—H. H. Gibson, Corvallis

PENNSYLVANIA
d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
s—V. A. Martin, Harrisburg
t—Henry S. Brunner, State College
t—William A. Broyles, State College
rt—C. S. Anderson, State College
t—William F. Hall, State College

PUERTO RICO
d—Lloyd A. LeZotte, San Juan
s—Nicholas Mendez, San Juan
ds—Fredericko A. Rodriquez, San Juan
t—Ernesto Vasquez Torres, Mayaguez
ds—Juan Acosta Henriquez, Arecibo
ds—Juan Robles, Cayey
ds—Andres Ramirez, Mayaguez
ds—Samuel Molinary, San Juan

RHODE ISLAND
d-s—George H. Baldwin, Providence
t—Everett L. Austin, Kingston

SOUTH CAROLINA
d—J. H. Hope, Columbia
s—Verd Peterson, Columbia
ds—W. C. James, Columbia
ds—W. M. Mahoney, Honea Path
ds—R. D. Anderson, Walterboro
ds—J. H. Yon, Loris
t—W. G. Crandall, Clemson
t—B. H. Stribling, Clemson
t—J. B. Monroe, Clemson
ct—Gabe Buckman, Orangeburg

SOUTH DAKOTA
d—J. F. Hines, Pierre
s—H. E. Urton, Pierre
t—R. R. Bentley, Brookings

TENNESSEE
d-s—G. E. Freeman, Nashville
ds—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—Ben Douglas, Jackson
cs—J. W. Brimm, Nashville
t—N. E. Fitzgerald, Knoxville
t—J. B. Kirkland, Knoxville
rt—A. J. Paulus, Knoxville
rt—E. B. Knight, Knoxville
ct—W. A. Flowers, Nashville

TEXAS
d—Jas. R. D. Eddy, Austin
s—Robert A. Manire, Austin
s—J. B. Rutland, Austin
s—R. Lane Barron, Austin
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—J. L. Moses, Huntsville
t—S. V. Burks, Kingsville
t—Ray L. Chappelle, Lubbock
sms—W. R. Sherrill, College Station
it—T. L. Leach, Lubbock
it—W. E. Driskill, Huntsville
it—Malcolm Orchard, College Station
it—F. D. Shackelford, Kingsville
ct—E. M. Norris, Prairie View

UTAH
d—Charles H. Skidmore, Salt Lake City
s—Mark Nichols, Salt Lake City
rs—Elvin Downs, Ephraim
t—L. R. Humpherys, Logan

VERMONT
d—John E. Nelson, Montpelier
s-t—W. Howard Martin, Burlington
s-t—George E. Webster, Burlington

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

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

WEST VIRGINIA
d—W. W. Trent, Charleston
s—John M. Lowe, Charleston
s—H. N. Hausucker, Charleston
t—D. W. Parsons, Morgantown
t—M. C. Casr, Morgantown
it—A. D. Longhouse, Morgantown

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

WYOMING
d—Sam Hitchcock, Cheyenne