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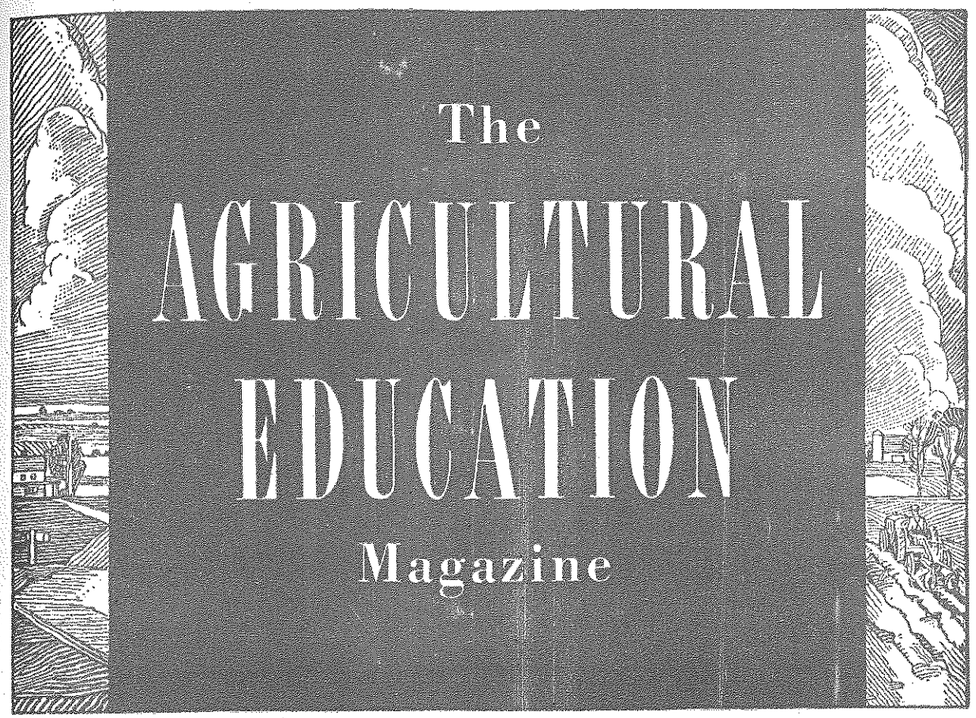

The AGRICULTURAL EDUCATION Magazine

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VOCATIONAL AGRICULTURE
For
TEACHERS
Teacher Educators
And Supervisors
OFFICIAL PUBLICATION

The Agricultural Education Magazine

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Editorial Comment

Vocational Agriculture's Obligation

L. B. Pollom

PUBLIC education and its component parts has no greater obligation than that to returning servicemen. This is certainly true of vocational agriculture departments. Their obligation to other young men desiring to become established in farming is little less. Where these young men seem indifferent to the opportunities offered by these departments, their attitude is usually traceable to one of two causes—their high-school course in vocational agriculture did not measure up to its possibilities, or they are not aware of the service the department is capable of offering.

If one were to analyze the problems confronting a young man desiring to become established in farming, they seem to fall into at least seven classifications. Doubtless others could be added but none of the seven should be disregarded.

Pages could be written in discussion of each. A sizeable volume would be necessary to treat them adequately. The following is a list followed by a brief discussion of each.

1. Securing machinery and equipment with which to operate a farm.
2. Building up livestock and poultry necessary to stock a farm.
3. Accumulating the necessary operating capital.
4. Acquiring a knowledge of livestock and land values.
5. Securing by lease or purchase, a suitable farm to operate.
6. Need for refresher courses in technical agriculture.
7. A need for cooperative effort.

1. Among the first questions usually asked by a landowner of a prospective tenant is, "Do you have the necessary machinery and equipment to operate this farm satisfactorily?" If not, his chances of renting a farm are extremely remote. As a rule, securing the machinery and equipment with which to operate a farm is one of the most difficult and costly problems for a prospective young farmer to solve. If he is obliged to purchase new, such machinery and equipment, in many areas he may expect to invest $5,000 or more if his farm is to be equipped for efficient operation. This estimated amount is conservative in many areas. Most farmers have much more than this amount invested when the price of new equipment is considered.

When young men are forced to make such an investment in order to become established, they usually commit all their accumulated cash for a down payment and assume the obligation of heavy installment payments until such machinery and equipment are paid for. This leaves them short on operating capital and the heavy installments usually make it impossible for them to accumulate sufficient operating funds.

To aid in overcoming this, there are available to young men desiring to become established in farming, vocational agriculture shops and their equipment in approximately 175 Kansas communities. There is much discarded farm machinery in Kansas which, with the investment of a moderate amount for parts and some equipment, can be put in first-class running condition. This machinery will serve for a number of years if properly cared for. Acquiring machinery in this way will cost but a fraction of what it would cost new. The young farmer is gaining in mechanical knowledge and skill as he goes along.

Under the supervision of a trained teacher of vocational agriculture, along with adequate equipment, practically all repair operations can be taken care of in these school shops.

During the war just closed, thousands of pieces of farm machinery were salvaged from discard on Kansas farms and placed in serviceable condition at very moderate cost in these vocational agriculture shops. Young farmers who have an opportunity to acquire the machinery and equipment in this way can conserve their operating capital and greatly reduce the amount of installment payments. Such an accomplishment may mean the difference between a successful and an unsuccessful start in the business of farming.

DOCTOR GEORGE F. EKSTROM, our efficient business manager, was elected editor of your magazine by the Editing-Managing Board at their annual business meeting in Buffalo. Doctor Ekstrom is a graduate of Purdue University with advanced degrees from Iowa State College and Ohio State University. He served as state supervisor in Iowa for 15 years. He is now Director of Research in Agricultural Education at the University of Minnesota. Well qualified for his new postion, he will assume duties with the July issue.

George F. Ekstrom

2. Livestock herds and poultry flocks can be grown from the soil so to speak. With a moderate amount of young breeding stock acquired at a modest initial investment, sizeable flocks and herds can be developed in from one to five years, depending upon the type of livestock desired. During this period it is highly desirable, in fact essential, that the young man be in temporary partnership with a substantial farmer—perhaps his father, his uncle, or grandfather, or some farmer who will take an interest in his progress toward becoming established in farming. As he builds up his livestock herd, it will probably be necessary for him to rent land elsewhere in the community for the purpose of producing feed crops for his stock. This can be done with machinery furnished by the farmer-partner. In this manner livestock can be acquired thru natural increase and excessive debt avoided.

3. Capital is being built up as the young man acquires farm machinery and livestock. Not only is capital built up but by some such program as the foregoing the prospective young farmer at the same time is enabled to conserve funds for operating capital. This is extremely important.

4. Development of a knowledge of livestock and land values. We should bear in mind that young men who have been in the armed forces for the past several years, many of them overseas, have been entirely out of touch with local conditions. They have had little opportunity to distinguish real values from fictitious values. Numerous cases have been cited in which returning young servicemen have made modest down payments on farms, the price for which was double or nearly double the prewar appraisal. An alert teacher of vocational agriculture can do much to prevent young men making unwise investments either in livestock or in land. It should be borne in mind that some of these young men will have the benefit of the guidance of fathers who are sound, substantial farmers of judgment, but unfortunately this is not true of all.

5. Locating suitable farms to operate. Once a young man has accumulated the necessary machinery and other equipment, livestock, operating capital, etc., he is still confronted with the problem of finding a suitable farm to operate. The teacher of vocational agriculture, by keeping himself informed thru every possible means, can often direct young men to landowners seeking suitable operators for their farms. It is becoming increasingly difficult to find suitable farms.

6. Many young farmers who have recently returned from military service find themselves in need of considerable agricultural information of a technical nature. They have been out of touch with such progress in recent years. By means of classes for young farmers, the teacher of vocational agriculture is able to bring them up to date in such matters.

7. Cooperative effort. Thru proper local organization and leadership, young farmers are in a position to accomplish things cooperatively that would be difficult to accomplish without cooperation. Thru cooperation, group credit can often be obtained more advantageously than thru individual effort. This is often done with high-school farm boys. Frequently cooperative purchase in quantity of feeder stock, breeding stock, seed, and feed, can be accomplished more advantageously than thru individual purchases. Purchase of good sires cooperatively is often highly desirable.

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

Rethinking Country Living*

DR. WM. G. MATHER, Professor of Rural Sociology,
Pennsylvania State College, State College, Pennsylvania

COUNTRY life has never been regarded as easy living. The farmer and his family are upon much more intimate terms with the weather than are city folks; they never need to wait for the morning paper to learn what the temperature and precipitation have been. There are incovenient distances between houses in the country, so that many family crises—cattle loose, accidents to man or beast, fire, illness—have to be met alone. Further, farming has never been associated with great wealth.

These things, however, have always been thought to have their compensations.

The lack of large income has been balanced by its security; the ruggedness of the life by its healthfulness; and its isolation by its wholesomeness. The country has been long regarded as a good place in which to bring up children, and the stability of the farmer has more than once served as a steadying keel for the ship of state when she has been tossed about by the varying winds of urban whims and fancies.

Country living has not been exciting, but it has been regarded as good living.

Decline in Farming Population

There are certain signs that this assumption is no longer true.

The first such sign is the decline in both proportion and number of farming people.

The number of persons on farms declined steadily from 1910 to 1930, two million being lost in that 20-year period. In the depression this loss was almost regained as the lack of city jobs dammed up the surplus farm population, but by 1940 we were back to the 1930 level. The war gave tremendous speed to this process of loss; from 30,151,070 in 1940 we fell to 25,290,000 in March of 1945. Some of this loss was to the armed services, and some to temporary defense employment, and we can now expect a slight rise—but barring nationwide economic depression, it will never be such as to reverse the downward trend. The fact simply is that the smallest farm population in our history produced some of the largest farm crops in our history, ample *demonstration that modern methods of scientific breeding and mechanical tillage have made farm life unattractive to, unnecessary for, and in some cases impossible for, perhaps a million farm families.*

All the prospects are for the worsening of this situation, as mechanical tillage and harvesting moves into the South.

The decline in number of farmers will apparently be accompanied by a decline in quality of farmers, not as farmers but as citizens and men. The 1945 agricultural census showed an increase in acreage under cultivation but a decrease in number of farms. That is to say, we are having a growth in size of farm—8.1 percent in the five years from 1940 to 1945. This is attributed to the absorption of smaller farms by larger ones, all thru the midwestern states and including New York and Maine.

As farm size increases, the cost of getting into the farming business increases, and the land passes into the ownership of those who have the resources to swing it. A large-scale dirt farmer, or a corporation formed by city businessmen, or a city man with extra money to invest, will buy up extensive acreages and put tenants or day laborers on the soil and in the community. Permanent, responsible, community-supporting owner-farmers are thus displaced by migrant, irresponsible tenant or laborer families with no real roots in the land or heart in the local churches and schools.

We must find out what size of farm is the best from the viewpoints of both agricultural efficiency and human welfare, and discourage any other.

Rapid Increase in Nonfarming Rural Population

A second sign of the times is the rapid growth in rural areas, village and farm alike, of rural living but nonfarming people. Whereas the rural-farm population of the United States remained fairly the same from 1930 to 1940, the rural-nonfarm population increased 14.5 percent. The urban population increased only 7.9 percent that same decade; altho it had gained 27.3 percent in the 10 years from 1920 to 1930.

Thus we have a decline of farm population, a slowing down of the rate of growth of the city peoples, and a great spurt of the country-living but nonfarming class.

This means the mixture of city habits of thought, of city morals, of city fashions in dress, of city ways of living, with country ways. That has always gone on to some extent in the villages, but in the future it is going on among the cornfields along every paved road.

We know little of what happens then. Many rural pastors protest that such people are difficult to line up with the church; they have come to get away from people and do so, or they have different tastes in music and sermons from the farming folks.

Their interests are not the same as farmers' interests, for they buy instead of produce farm products. *Here are rural people who are glad, in other words, when the prices of milk and eggs go down and sad when they rise—and that does not make for future community peace.*

The growth of this class of people is a thing to watch and evaluate.

The Right Boys and Girls for the Job

A third sign of the times is the continued departure of farm and village youth for city employment. The advances in farming techniques have made them surplus, and the cities need people, and they go.

But with what equipment do they go? How do they fare?

The rural school offers few opportunities for learning a trade other than farming. Girls may take shorthand and go to the city as stenographers—but there has been a deliberate tendency to keep out of rural schools any courses that would fit boys for urban life, on the ground that "they would wean boys away from the farm." Thus the farm boy goes to the city as unskilled labor.

We know almost nothing about what actually happens to him there.

Katherine Heflin and Howard Beers, in a study of 297 rural-born families in Lexington, Kentucky, found that in the low-rent areas of that city, where homes rented for less than $10 per month, 80 percent of the family heads were rural-born; while in the high-rent areas, $40 and over, only 45 percent were rural-born. Lexington-reared people were three times in greater proportion in the high-rent than low-rent areas. (Colored were omitted.)

That would suggest that the country-reared boy may be at a disadvantage in competition with his city cousin. More research elsewhere is needed. *And if it is found to be true, then we must turn to the problem of changing our rural schools from top to bottom to give rural youth a fair preparation and a fair break in life.*

Waning of Rural Churches

A fourth sign of the times is the growing use of rural churches for the storing of hay.

The decline of the farm population in those areas where the countryward movement of city people has not made up the loss has left fewer people to support the churches. Rural churches were planted close together in the ox-cart days anyway and never were very large. They cannot stand much whittling down and survive.

In Indiana, the Congregational-Christian church lost 38 percent of its rural churches and 36 percent of its rural members from 1900 to 1940. No other denomination there has since dared to count.

Of the rural Evangelical and Reformed churches, 61 percent, and of the Presbyterian (U. S., or Southern) churches, 70 percent, have no resident pastor.

It is becoming a real question whether denominational Protestantism as we have known it is a thing which rural people, and especially farming people, can afford. Closed churches, small churches, led by absentee and poorly trained and worse-paid pastors, are increasing blots on the landscapes.

* A paper presented to the Pennsylvania Country Life Assoc. meeting in Harrisburg, January 24, 1946, in connection with the State Farm Show.

Meetings of Teachers of Agriculture

HOWARD F. CHAPPELL, Regional Supervisor, Sacramento, California

ONE of the best ways to encourage professional improvement and maintain teacher morale is to hold interesting sectional or regional meetings of teachers. The content and the quality of these meetings in California have varied with the years; nevertheless, the loyalty of the teacher of agriculture in attending meetings remained constant.

Several years ago the teachers of agriculture and the regional supervisor of the central region of California, about 40 departments, decided that more effective plans should be made for meetings if we were to justify the use of our automobiles during times of gas and tire scarcity. It was agreed that the region which had previously met as a unit would be divided into four sections on the basis of location and ease of travel. Officers were elected in each of the four sections and for the region. It was agreed that regional programs would be planned by the regional officers and the regional supervisor and submitted to the entire teacher group for approval or suggestion. When sectional programs were planned, the sectional officers and the regional supervisor met, developed a program, and submitted it to the teachers of agriculture in the section for their approval. This procedure encouraged participation by each teacher and placed responsibility on the entire group.

Three regional and seven sectional meetings were held during the last year. Usually meetings were held at different schools in the section, with the local teacher of agriculture and principal acting as hosts. All were dinner meetings beginning at 6:30 p.m. One of the most effective morale builders was the dinner served by the high school department of home economics or perhaps held at the home of the teacher of agriculture. An excellent dinner guarantees a successful start.

In making plans for the year's meeting, it has been found most effective to agree on a definite, regular meeting date; to decide where the meeting is to be held, allowing choice; decide upon a definite, pertinent, timely topic for the program; and, finally, to name the chairman responsible for providing the desired program and have him introduce the subject or speaker at the meeting. Post-card notices are sent out by the program chairman about one week in advance of the meeting.

The following will indicate the nature of the meetings during the past year. The schedule for the meetings followed this pattern:

6:30 p.m. Dinner
7:30 p.m. Business meeting
8:00 p.m. Professional improvement program

These were the program topics:

1. F.F.A. Chapter Officers Training Program.

Officers from each F.F.A. chapter in the section assembled at a high school for instruction in the duties pertaining to their respective offices A teacher of agriculture prepared and led a group discussion on pertinent problems. Mutual exchange of ideas was encouraged. F.F.A. officers for the section were elected. A dinner preceded the meeting.

2. Local Editors Night

Each teacher of agriculture invited his local newspaper editor to be his guest at a sectional meeting. George Couper, editor of the "California Future Farmer" and member of the staff of the Bureau of Agricultural Education, acted as conference leader. In general, it was the purpose of this meeting to acquaint the local editor with the program of vocational agriculture and to provide the teacher of agriculture an opportunity to meet and talk with his local editor. The meetings were most valuable and worthwhile.

3. Postwar Problems

The purpose of this meeting was to lay a foundation for future study and development of a program for returning veterans and war workers. One teacher was asked to present his follow-up record on ex-F.F.A. members now in service. This was done very effectively, supplemented by personal letters from the boys. Another teacher presented material on a farm survey. A speaker from the Production Credit Association presented the topic, "To Buy or Not to Buy." The all-day meeting was completed with a visit to an Army hospital where we saw the problems of Army and veteran hospitalization.

4. Farm Placement

This topic was presented by an experienced appraiser from a Federal Land Bank. We discussed the factors of production, management, credit, and related topics in view of present land prices and the future prospects in farming.

5. Paint Demonstration

A very fine demonstration on "How to Paint" was provided us by the Lead Industries Association representative from Nebraska. Discussion and participation made the meeting very effective.

6. The Farm Security Administration—its program for veterans

A representative of this agency appeared before each section and explained very clearly how the veteran could receive assistance from the F.S.A. program. The information obtained was most valuable.

7. Conservation of Water Resources

A program on water conservation in a mountainous area was illustrated and described. The use of simple, small dams to hold back some of the winter rain and snow waters was clearly presented and its value to the farmer and for recreational purposes emphasized. This region is vitally interested in the Central Valley Project.

8. "Good Idea" Program

Each teacher was requested to bring to the meeting any devices, "gadgets," or ideas for agriculture or shop that he had used and found exceptionally valuable. Also, good films and film strips were displayed. The entire classroom was filled with good ideas. An informal discussion was given on each topic of interest to the individual teacher or group.

9. An Elementary School Program

The county superintendent of schools and her staff were invited to present information concerning the elementary program as now conducted, and to explain how the teacher of agriculture could co-ordinate his program with it. Contacts with elementary principals; selection of prospective agricultural students, and county institute programs were discussed.

10. Cooperatives

The managers of several Farm Cooperatives were invited to a meeting to present the present-day picture of the Co-op, its problems, and the need for producer education insofar as Adult Farmer evening classes are concerned. The response to this meeting was very good.

Lacking Rural Health Service

A fifth sign of the times is the growing pile of evidence that rural health services are not as satisfactory as urban. As the beloved country doctor's warm and valiant heart fails him, no young men move into town to take his place, and village after village finds itself without a doctor. Further, as rural people become better educated, they demand more in the way of health services.

The rural death rate 45 years ago was around 50 percent lower than the city rate, largely due to country isolation from contagious diseases; now it is only 10 percent lower, and the deaths for little children and for mothers in childbirth are actually higher, than the city rates. The Selective Service rate of rejection for health reasons was 41 percent for farm draftees and 38 percent for the general average, according to one study. *The country has ceased to be the healthiest place to live.*

A Diagnosis

These gloomy trends in country living are not altogether inevitable. They do not have to be accepted, like hail storms and drought. They have been brought about by people, by us, as we were busy doing other things without noticing the effect they had on these ways of life. They are not caused by the Lord, either—He has more things to do than to run around adding to the misery of country folks. The Devil might have had a hand in it, but the chances are that it is due to an old failing of the human race—the pursuit of gain regardless of the consequences.

To put it bluntly, *these things are the result of too much concern for farming methods and not enough concern for farm life.*

It is high time we began working on them, just as we have worked on hog diseases and pasture improvement, or the future of country living will be pretty gloomy in spite of the increased yields of crops.

It is time to rethink country living.

Convention Program

Editor's Note—Since it was December 1 before a decision was made to hold the convention at Buffalo, all committee chairmen were handicapped for time. Dr. R. M. Stewart of Cornell University prepared the program for the sections in Agricultural Education. Because he was unable to complete it in time for its appearance in the February issue which came out just before the convention, it is presented here for the benefit of thousands of subscribers who did not attend the convention. The general report is that these programs were of unusual excellence. Thanks to you, Doctor Stewart, for a difficult task well done. The programs of the four sessions appear on page 197.

Supervision

LANO BARRON

Annual Program of Supervision and Teacher-Training in Vermont

W. HOWARD MARTIN, State Supervisor and Teacher-Trainer,
University of Vermont, Burlington, Vermont

It can be shown to the satisfaction of anyone that the states which maintain the most extensive educational programs are pushing ahead most rapidly in material prosperity and social well-being.—M. V. O'Shea.

W. Howard Martin

THE program of supervision and teacher-training in Vermont for the current school year has been prepared and is now in operation. It is presented in the hope that it may suggest a procedure and content which will give ideas to associate supervisors and teacher-trainers for the betterment of their programs.

The functions of the state supervisor and teacher-trainer are held to be:

1. To promote programs of vocational education in agriculture for youth, young, and adult farmers.
2. To stimulate and aid teachers in improving their efficiency.
3. To inspect and check all programs for purposes of insuring proper use of federal and state funds.
4. To recruit, select, train, and place persons for teaching vocational agriculture.

Aim

To promote and improve educational programs designed to train present and prospective farmers for proficiency in farming.

Situation

Schools marked (1) should be accorded high priority. Schools marked (2) should not be reestablished as independent departments.

Twenty-two departments closed July 1, 1941 to June 30, 1945: North Bennington, Bristol, Wallingford, Woodstock[1], Chester[1], Hinesburg[1], Vergennes[1], Cambridge, Stowe, Morrisville, St. Johnsbury[1], Danville, Peacham[2], Derby[1], Greensboro[2], Craftsbury[2], Brattleboro[1], Marshfield[2], Johnson, Hyde Park, Concord, Bradford[1].

Application

Altho our number of teachers is small and likewise our staff, nevertheless the pattern of our procedure would seem to have application in other states with more teachers, greater diversity in farming, and with a larger staff available to carry out the program. The procedure is commended to supervisors earnestly trying to upgrade their programs.

Not the least of the benefits is the fact that our teachers see that we in supervision and teacher-training have a program even as we ask them to have.

Annual Program of State Supervision and Teacher-Training in Agricultural Education

Objectives	Ways and Means	Evaluation
Objectives under Function I:		
1. To reopen 50 percent of departments closed during the war and establish one or more new centers. (Martin)	1. Maintain contact with school administrative officers. 2. Devise ways of securing reopening of department during school year. 3. *Locate more teachers.* 4. Contact commanding officers of men in service to secure earlier releases. 5. Contact schools where new departments might well be established.	
2. To stimulate the development of improved facilities. (Martin)	1. Distribute to principals and superintendents plans prepared by U. S. Office of Education. 2. Prepare and distribute state publication of plans for vocational facilities. 3. Make a point to confer with administrators on building plans.	
3. To encourage inter-school cooperation. (Martin)	1. Participate in completing area conferences. 2. Assist in preparation of publication on area cooperation.	
4. To develop an average of one school for young and adult farmers per department. (Watson)	1. Encourage the continued use of advisory committees. 2. Budget funds for this purpose. 3. Provide help and assistance for special teachers.	
5. To inform agricultural groups, organizations, and the general public of the program in vocational agriculture. (Watson)	1. Maintain membership on advisory committees, special committees, and boards. 2. Attend meetings, conferences, etc., of other groups and extend invitations to them for conferences on vocational agriculture. 3. Send copies of publications to heads of other organizations. 4. Prepare news articles, radio programs, etc., (minimum of 10).	
6. To complete a study of farming opportunities in two areas. (Martin)	1. Complete survey form and tabulate results. 2. Give further study to problem of area farmstead maps.	
7. To promote two Farm Family group schools. (Martin)	1. Suggest and provide suitable aids. 2. Work with individual teachers.	
8. To conduct leadership training conferences for F.F.A. officers. (Watson)	1. Schedule at convenient time. 2. Arrange program.	
9. To prepare and distribute four issues of Vermont F.F.A. Newsletter. (Watson)	1. Copies of local news releases to be sent to office. 2. Copy edited and mimeographed at state office.	
10. To promote program of vocational education in agriculture for veterans. (Watson)	1. Maintain contacts with veterans organizations. 2. Prepare guides and suggestions for teachers.	
11. To encourage full-time teachers of vocational agriculture. (Martin)	1. Prepare detailed information for administrators regarding reimbursement.	
Objectives under Function II: 1. To organize and conduct summer conference. (Martin)	1. Plan with teachers around technical aspects. 2. Reimburse transportation.	
2. To provide a summer-school program. (Martin)	1. Consult with teachers, dean, director, and president.	
3. To conduct visits to boys' farming programs with the teacher, and to prepare teacher aids. (Watson)	1. Schedule visits ahead for July and August. 2. Devise evaluation scheme to use as a basis for helping the teacher.	
4. To visit each teacher at least five times—written summary of visit to be made. (Joint)	1. Maintain travel plans for two weeks in advance. 2. Record visits. 3. Prepare forms.	
5. To prepare and distribute the V.A.T.A. Cooperator on a monthly basis. (Watson)	1. Arrange schedule of contributions. 2. Collect and edit articles.	
6. To require records and reports designed to assist teachers in planning and evaluating their programs. (Martin)	1. Revise forms in consultation with teachers. 2. Confer with teachers on major reports, (planning and accomplishment).	
7. To encourage payment of professional fees.	1. Suggest Vt. Agricultural Teachers' Assoc. vote the following: V.A.T.A. Dues.....$1.00 Agric. Educ. Mag..... 1.00 Vt. Vocational Assoc..... 1.00 American Voc. Assoc..... 2.00	
8. To initiate the preparation of teaching materials of units common to the state. (Martin)	1. Collect outstanding plans and analyses. 2. Confer with technical experts. 3. Review and revise with cooperation of teachers.	
9. To encourage and assist principals and superintendents to supervise instruction in vocational agriculture. (Martin)	1. Invite to visit with supervisor each time. 2. Arrange for conferences with supervisor, administrative officer, and teacher.	
10. To provide at least 20 hours of "on the job" training for new or inexperienced teachers. (Watson)	1. Get suggestions on needs from teachers of agriculture. 2. Maintain records of help given. 3. Make definite schedules. 4. Where feasible, schedule group meetings.	
Objectives under Function III: 1. To allocate aid on a more definite vocational basis. (Martin)	1. Follow recommendations of U. S. office. 2. Secure state aid for reimbursing agriculture in prevocational courses.	
2. To maintain a file of departmental budgets and expenditures for vocational agriculture. (Martin)	1. Require budgets and reports from each department.	
3. To maintain a file of schedules, copy of contracts, and other information needed as a basis of allocating aid. (Martin)	1. Include in planning report.	
4. To intensify efforts to secure larger enrollments per teacher and better departmental facilities. (Joint)	1. Expand the number of adult courses. 2. Encourage nearby schools to send pupils to those with departments of vocational agriculture for that instruction.	
5. To make at least one inspectional and evaluation visit to each department. (Martin)	1. No special ways and means.	
Objectives under Function IV: 1. To plan and teach a summer school course in material and methods of teaching vocational agriculture. (Martin)		
2. To contact again men trained for teaching vocational agriculture who are not now teaching. (Martin)		
3. To conduct on-campus work, if students become available. (Martin)		

Leadership Training Thru District Meetings

M. C. KNOX, Assistant Supervisor,
Olympia, Washington

THE officers of 49 chapters in the state of Washington have taken part in officer-training schools this year. Ten to 15 more will receive such training in the near future.

This activity came partially thru the efforts of the state officers. The officers, acting as the State Executive Committee, met in Olympia with Adviser Bert L. Brown early in November. At this meeting they decided to visit at least 30 chapters and designated the chapters each officer was to visit. They also discussed and decided upon a procedure to be followed in such visits and which objectives they would stress. One objective to be stressed was the encouragement of district meetings. Since that time six district meetings, having as their specific purpose officer training, have been held. Other district meetings have been held for group initiations.

The first district officers-training school was held at Puyallup with eight chapters present. In all, the officers of 49 chapters, a total of 294 boy officers received training in leadership and the duties of their respective office in seven training schools.

Most of these meetings have followed a pattern. This consists of the host chapter officers opening the meeting with the usual ceremonies. This was followed by dividing the groups according to office. An adviser was assigned to each group. The groups were instructed by the president to elect a chairman and secretary and be prepared to report their work to the entire group. The groups then retired to separate meetings having as their purpose the discussion of the particular work of the office. Upon reconvening reports were given to the entire group and discussed. In some cases the chairman of each group adjourned the meeting using the closing ceremony.

Following this general pattern some deviation took place. For example, at Puyallup the entire group took time to discuss the duties of the executive committee and how to get chapter work done. This was followed by a dinner with a guest speaker. The evening was spent on training in parliamentary procedure. The Palouse meeting included a parliamentary-procedure contest.

Every meeting held has led to another meeting on some phase of Future Farmer work suitable to district discussion. The outstanding effect has been in the improvement of work in the individual chapters whose officers have received the training. This had led to increased interest among the individual members. One proof of this increased interest is shown by the increased membership in the state association this year. Present figures indicate that this will approach the 4,000 mark as compared to 3,150 last year. Another indication is in the entries received for the state chapter contest.

Each officer returned to his local chapter with a much clearer idea of the duties and responsibilities of his office and with the encouragement and inspiration to assist in leading the members of his own chapter to greater individual and collective achievement.

Methods of Teaching

G. P. DEYOE

The Use of Visual Aids in High School

GERALDMcKAY, Agricultural Extension Division,
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TEACHERS of vocational agriculture are usually out in front when it comes to using new techniques of teaching and putting into practice new philosophies of education. The use of recent developments in visual aids is no exception to this general statement. This is borne out by a survey just completed on the use of visual education equipment in 65 junior and senior high schools in Minnesota and the adjoining states. The study was made to determine the ways in which visual aids programs are handled in various schools and the trend of the future in this field, and if possible to pick up new ideas for improving our program of teaching agriculture at Minnesota high schools.

Of the 65 schools studied, 7 maintained departments of visual aids with a full-time or almost full-time supervisor. Forty-three schools have made definite plans for expanding their facilities immediately after the war. This expansion will include more full-time supervisors, more equipment, new movies, strip films and slides, and better instruction in the use of visual aids. The extensive use made of visual equipment by the armed services in speeding up their training programs has prompted many schools to look into its possibilities and make future plans accordingly. All of the questionnaires indicated that the classes in science and agriculture make the greatest use of these teaching tools at the present time.

The equipment recommended, from the standpoint of being used most, was listed in this order:

16 mm sound movie machine
35 mm strip film projector
2″ x 2″ colored slide projector

The University Department of Visual Education was suggested as one of the best sources of both 16 mm and slide films as well as 2″ x 2″ colored slides, and several voiced the opinion that this service should be enlarged even more. many of the teachers, particularly teachers of vocational agriculture, made considerable use of homemade slides and film strips. They agreed that approved practices in farming can be taught more effectively with the use of pictures of local students as they are carrying out those practices.

In summarizing the survey, the following suggestions were made for the total visual aids program in a school system of medium size:

1. One person in the system should be charged with the care and operation of all equipment in visual aids and the instruction of teachers in its use.

2. A card file should be set up listing all movies, strips and slides which are kept on hand or have been shown, including the dates of their use. A complete description should be given of each aid and the comments of each teacher who used it.

3. More classrooms should be equipped with dark curtains and sound-treated walls.

4. A local library of film strips and slides should be built up and a joint library of the most frequently used movies might well be built with one or two neighboring schools.

5. The teachers' lesson plans should include the method of using visual material and should plan for its use in re-teaching. Proper introduction and later discussion of each picture is essential.

6. The person responsible for this department could also keep available large charts, graphs, posters, exhibits, collections, and other material which is not used exclusively in one classroom.

7. This supervisor should keep the other teachers informed on latest equipment, methods of its use, and materials available. All teachers should have easy access to the facilities which he has to offer, and the setting up of this equipment should not entail a large amount of work for the teacher who is to use it.

Other educational groups, such as the agricultural extension people, are already working on programs in visual aids. Cooperation with these groups should be mutually helpful in enriching the programs of all concerned.

High-school teachers, and especially teachers of vocational agriculture, who do not take advantage of new ideas in visual aids will find themselves left behind in the march of sound, progressive education.

Postwar Occupational Opportunities in the Staples Community

RICHARD R. MITTON,
College of Agriculture, St. Paul, Minnesota

A RECENT survey was conducted to acquaint prospective factory owners with the employment picture of Staples, Minnesota. The first step was to send a postal questionnaire to city and rural residents, and it was determined that there are now an equal number of men and women between 15 and 28 who have answered that they will accept work. They are listed as follows:

Rural Women	81
Rural Men	73
City Men	189
City Women	181
Total	524

The survey does not show the percentage who are returning servicemen and women, nor does it indicate how many are now employed, who would desire positions elsewhere. It would be safe to assume, however, that the total of 524 rural and city men and women who desire to work should take into consideration some percentage of fluctuation. This city is not equipped to conduct such a survey as will give the exact picture; but it can go on record as being seriously eager to accommodate workers in all classes and is so charting its civic courses to absorb labor by a promotional plan that will encourage industry to engage their enterprises in the city of Staples.

The author first interviewed Mr. Atwood, the superintendent of schools at Staples, about the postwar occupational opportunities in the Staples community. Mr. Atwood made the statement that the community had great possibilities. He took an extremely optimistic view toward the situation. The following are some of the community needs that a postwar planning committee has discovered.

1. Staples is in need of a good feed store. The men that expect to start this store plan to employ six men when it opens and will probably employ more men as truckers who will haul goods to and from the establishment.

2. The need for an implement store is urgent. This would take a manager and from two to four men to carry on the business. It should give full employment to at least two men and one woman. This store could handle farm machinery and repair parts. It would also be well to have a repair shop in connection with the implement store.

3. There is need for another barber in Staples.

4. There is a wonderful opportunity for some young man to start a commercial canning factory on a small scale. Such a project could give employment to many individuals, depending upon the size and capacity of the factory.

5. Vegetable growers are very few and far between. There are over 500 bushels of tomatoes shipped into Staples annually at the average price of $2 a bushel. Thus there is $1,000 worth of tomatoes alone that is a profit to someone else outside of the community.

6. There is not a delicatessen within 30 miles of Staples. This is an excellent enterprise for some young man and his wife.

7. There could be a floral shop in Staples which would be a very profitable enterprise.

8. A Rural Electrification Administration store in Staples would be a profitable business.

9. An airport is being built about two miles from the city and some people expect such a large traffic of freight that it would pay a man to establish a dray line between the city and the airport.

10. Cabinetmakers and carpenters are going to be much in demand because of postwar building plans.

11. There is to be a new recreation center built for youth. This project will

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Farming Programs

C. L. ANGERER

A Summary and an Analysis of Project Records

W. C. KENNEDY, Teacher, Treadwell, N. Y.

SOMEONE has said that the best source of information about farming is the farming practices of the good farmers in the community. Why not study the results obtained by boys with their farming programs as a source of information about this type of work? With this idea in mind, the class in Agriculture II at the A. L. Kellogg Central School, Treadwell, N. Y., undertook the job of making a summary of the project reports that had accumulated in the files. These are copies of the report cards sent annually to the state supervisor.

The work was divided among the boys; one boy listing the dairy cow projects, another the reports of calf projects, others laying hens, potatoes, hogs, cauliflower, etc. This division made it possible to do the job without giving any boy too much work. Names were disregarded but size of project, charges, credits, profit, and production were listed by projects. The lists were finally tabulated and are shown in Table I.

The exercise in arithmetic involved in adding the totals may be worth while with some classes, but at this stage the teacher of agriculture used the office adding machine to get the totals as given in Table I. When copies of this table were handed to the boys the teacher met with disappointment. The boys did not seem to get much out of a statement that 44 boys had received a total of over $50,000 for nearly two and a half million pounds of milk. The school is located in a good dairy region, but local farmers do not reckon milk by the million pounds.

The teacher, therefore, asked the boys to reduce the figures to a "per unit" basis. As the figures began to come out showing milk per cow, eggs per hen, or bushels per acre, the boys saw that they could be compared with yields on the home farm and on other farms in the community. When a boy can say, "My cows are doing as well as, or better than, those kept by other boys," he can be sure his practices are sound. If his animal or crop production falls below the average achieved by others, the reason can usually be found and faulty practices corrected.

Table II shows the breakdown by projects and an analysis on the per unit basis. It seemed advisable to divide the dairy projects into the four groups. Ten boys kept records on their dairy herds. These were merely record-keeping projects. Thirty-four owned one or more cows each—a total of 56. These boys were able to make decisions regarding the management practices followed with their own cows. Fifty-five boys raised 64 calves, and 27 boys raised 41 heifers. It is evident that some of these were among the 56 cows reported as cow projects, and, as first-calf heifers, account for the somewhat lower production of the project cows as compared with the herd record cows.

Listing the project cows, heifers and calves separately gave us a chance to check on the cost of raising heifers and calves, as well as the cost of producing milk. If these dairy animals had all been grouped as dairy projects, the reports would have shown an average profit of $18.42. I wonder if this profit would induce many boys to go into the dairy business. Figuring the cows separately, we found the profit per cow to be $44.45. While this is not high, it is more encouraging. We must remember that these figures include no subsidy payments, but are based on the low prices received for milk during the late '30's.

Can enough use of such figures as these be made to justify the amount of time necessary to work them out? That, I think, depends upon the interest of the boys and the ingenuity of the teacher. When the figures seemed to show that it has cost a boy $118.85 to raise a calf the first year, and $78.28 to raise her the second year, or a total of $197.13 to replace a cow by raising young stock, there was material for spirited discussion.

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Table II. Summary of Farming Program Projects

PROJECTS		Profit per unit. Cow, Hen, Acre, etc.	Yield per unit. Cow, Hen, Acre, etc.	Cost per Unit. Cwt. milk, doz., ton, bu., acre, etc.	Price rec. per unit
Kind	Number				
Dairy					
Total cows	44	$36.12	6,666	$1.52	$2.07
Herd records	10	34.57	6,678	1.38	1.89
Cow projects	34	44.45	6,601	2.31	2.98
Heifer projects	27	10.13		78.28	88.51
Calf projects	55	– 8.87		118.85	109.98
Poultry					
Hens	17	1.20	103	.242	.386
Chicks	11	.16		.74	.89
Hogs	5	–.335		17.01	16.68
Sheep	2	7.31		10.07	17.38
Crops					
Potatoes	56	9.92	94.5	.77	.87
Cabbage	7	55.72	9.3	2.66	8.63
Cauliflower	4	125.70	126.4	1.04	2.03
Garden	20	19.97		36.95	56.94
Forestry	12	9.94		20.31	30.25
Corn (grain)	1	22.50	120	.19	.37
Corn (silo)	1	7.12	12	4.80	5.39
Corn (sweet)	2	65.96	400	.18	.34
Turnips	2	1.86	66.6	.48	.51

Table I. Summary of Farming Program Projects

PROJECTS			TOTALS			
Kind	Number	Total Size	Production	Credits	Charges	Profits
Dairy						
Total cows	44	364	2,426,565 lbs.	$50,046.81	$36,899.38	$13,147.43
Herd records	10	308	2,057,020 lbs.	39,021.61	28,375.39	10,646.22
Cow projects	34	56	369,545 lbs.	11,025.20	8,535.99	2,489.21
Heifer projects	27	41		3,629.05	3,209.51	419.54
Calf projects	55	64		7,038.53	7,606.50	–567.97
Poultry						
Hens	17	2,300	19,709 doz.	7,517.80	4,776.13	2,741.67
Chicks	11	1,585		1,414.72	1,166.63	248.09
Hogs	5	43		717.60	731.99	–14.39
Sheep	2	20	32 lambs	347.76	201.56	146.20
Crops						
Potato	56	48	4,548 bu.	$3,968.66	$3,492.68	$475.98
Cabbage	7	12	112 T	966.45	297.81	668.64
Cauliflower	4	10.4	1,313 cr.	2,670.92	1,363.65	1,307.27
Garden	20	12		683.22	443.51	239.71
Forestry	12	11.5		345.81	233.58	112.23
Corn (grain)	1	4	480 bu.	180.00	90.00	90.00
Corn (silo)	1	10	120 T	646.56	575.40	71.16
Corn (sweet)	2	1	400 doz.	137.00	71.04	65.96
Turnips	2	.75	50 bu.	25.50	24.10	1.40

W. HOWARD MARTIN

Farmer Classes

WATSON ARMSTRONG

"When Do We Have Some More Meetings?"

CURTIS E. GRACE, Teacher, Albany, Missouri

DURING the past school year, the department of vocational agriculture of Albany, Missouri, completed 30 evening-school meetings and 20 food-production classes, taught by the teacher of vocational agriculture, all on the subject of beef production.

Curtis E. Grace

The total enrollment was 207, with a total attendance of 637 adults. Thirty-four meetings were held between January 3 and February 18.

These meetings were held one night a week at three rural schools and two nights a week at another. All these schools were on gravel roads, so no meetings were missed due to inclement weather. The attendance ranged from 2 men, on three very stormy nights, to a high of 44. The average attendance was from 10 to 15 men per meeting. Considering the fact that these were rural-school meetings, for men only, at 9 of the 10 meetings per school; that the average district has only 25 families, with only one man per farm on our average 160 to 300-acre farms; and that these meetings were held despite unfavorable weather conditions or competition with local activities, this average attendance was deemed very good by the district supervisor.

Five Years of Evening School

An evening school, convening in the Albany department of vocational agriculture, starting in October each year, has met for the past five years. Lesson plans are worked out previously so that when the rural-school meetings begin, subject matter has already been prepared. A summary outline follows:

I. *Why evening schools?*
   1. To contact more individuals for systematic instruction
   2. To put information into the hands of those who desire to become better informed.
   3. To serve as "pep meetings" for use of good practices already known.
   4. To help teachers of vocational agriculture to know their community problems better.

II. *Best time to hold evening school meetings*
   1. When farmers are not busy with field work.
   2. Just after harvesttime when they are remembering season's profits. (October and November.)
   3. Just before farm work starts in the spring. (February and March.)
   4. When roads will permit rural meetings.

III. *What to teach.*
   1. A few improved practices from each of the common enterprises. This is not considered good systematic instruction, as it does not give enough information to give reasons for practices; also, it does not leave new material to offer in next year's schools.
   2. An entire course on one enterprise.
      a. Farmers want more information on a single subject.
      b. The teacher has new material each year to offer farmer.
      c. It is easier for the instructor to continue on the same subject.
   3. Basic information from standard textbooks as background for reasons for improved practices in bulletins. Morrison, "Feeds and Feeding," was the basis for 8 of 10 lessons on beef cattle the past year.
   4. Use "Outlook" materials in relation to problems each week.
   5. Use 10 to 20 minutes at start of each meeting for new agricultural information from bulletins and magazines as a current-event period, altho it may not be directly related to the evening's lesson.
   6. Enterprises taught should be a major business of the community and one in which the majority of farmers are engaged, such as beef, hogs, and soils in one community, whereas dairy and sheep may arouse but little interest as evening-school subjects in the same community.

Discussions Are Best

IV. *Types of meetings.*
   1. The big attendance type with 50 to 300 farm folks in attendance usually with a picture show, free eats, or an entertainment program; then a lecture, usually by a well-known outsider or sponsored by a commercial organization. These help to increase attendance records, but are hard to hold as 10 meetings on any one enterprise. Also, they do not build up regular attendance. One or two meetings of this type during the season may be very satisfactory.
   2. The discussion-type meetings for groups of 10 to 25 men. The teacher presents problems for the evening, then encourages members to contribute their experiences. The teacher then offers the results of experiments and research.

      The teacher has talked too much if he uses half of the evening.

      This has proved to be a favorite and is the most successful type of evening-school meeting.

V. *Places of meeting.*
   1. The classroom for vocational agriculture is usually best because materials are available, it shows the department to the community and it draws attendance from a wider area.

      Objections are that only the best farmers attend, and that some farmers feel that they must "dress up" to come to high school and do not make the effort.
   2. Rural schools usually will bring out all the men, both good and poor farmers, as a community gathering. The principal problem is adequate light to utilize charts, blackboards, and mimeographed materials.

VI. *How to start a school.*
   1. If possible, have the people of the community ask for the meetings. This provides some local boosters. A local news story, stating that locations will be selected by the teacher on the basis of requests, has started many schools.
   2. See directors for the use of a building.
   3. See the teacher and the janitor concerning arrangements for heat and light.
   4. Secure mailing list for the community. Usually supplied by boys in vocational agriculture or the persons who ask for the meetings.
   5. Mail cards or letters inviting farmers personally to attend meeting. (The commerce department has often done this work graciously.)
   6. Place a story in local papers.
   7. Call on leaders in the community asking for their support.

Good Discussion Leaders Important

VII. *Conducting meetings.*
   1. Arrive early enough to arrange materials and greet the men.
   2. Start at the hour set.
   3. Explain the purpose of the meeting —that this is for the exchange of information, that the farmers often know more practical farming than the teacher, but that he knows more scientific information concerning agriculture. That the problems of no two farmers are the same, so it is up to each farmer to pick out the ideas he needs to use and apply them to his own situation.
   4. Tell them that an average of 10 or more adults per meeting is necessary to justify the expense and the teacher's time.
   5. Learn the names of the men as soon as possible.
   6. Present the problems of the evening and draw on the members for experiences as the teacher presents his materials.
   7. By active leadership keep the discussion to the subject and discourage groups or pairs talking aside.
   8. Summarize conclusions in the light of the evening's information and list approved practices.
   9. Give out mimeographed material or bulletins that will aid in carrying out approved practices.
   10. Stop before the group "wears out."
   11. Stay for and encourage the "bull session." This is when the individual presents his problems. If the men stay and keep on talking about

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The Influence on Young Farmer Associations of Future Farmer Leadership Training*

RUSSELL B. DICKERSON, Teacher-Trainer,
Pennsylvania State College, State College, Pennsylvania

THE sense of this topic implies that a certain carryover obtains from leadership training in the F.F.A. to leadership functioning in the Y.F.A. I believe this is true and that we may rightfully expect much of the leadership responsibility of operating the Young Farmers Association to be assumed by those members who received leadership training in the F.F.A.

R. B. Dickerson

While participating in the leadership training activities of the F.F.A. the boys have grown in their leadership ability as follows:

1. They have become skilled in common parliamentary procedure
2. They have gained confidence in self-expression
3. They have acquired a clear concept of the duties and responsibilities of the several offices
4. They have become organization-conscious thru contacts with members of other rural and urban organizations
5. They have learned cooperation by working together, sharing together, playing together, and singing together
6. They have learned leadership by leading.

How F.F.A. Leadership Training Influences Young Farmers

For a clearer concept of the influences of leadership training in the F.F.A. upon the Young Farmers Associations let us analyze the objectives of each phase of the program of leadership training in the F.F.A. in terms of (1) what we have, (2) what we are doing, and (3) where we are going.

What we have in this instance applies to the specific objectives of the two organizations (namely—the F.F.A. and the Y.F.A.), especially those which apply to leadership training and leadership functioning. Those objectives of the F.F.A. which have a particular connotation of leadership are:

1. The development of agricultural leadership, cooperation, and citizenship. (The primary aim of the Future Farmers of America)
2. To develop competent, aggressive, rural and agricultural leadership (Purpose No. 1)
3. To strengthen the confidence of farm boys and young men in themselves and their work (Purpose No. 3)
4. To participate in worthy undertakings for the improvement of agriculture (Purpose No. 7)
5. To develop character, train for useful citizenship, and foster patriotism (Purpose No. 8)
6. To participate in cooperative effort (Purpose No. 9)
7. To provide and encourage the development of organized rural recreational activities (Purpose No. 12)

Similarly, the specific objectives of the Y.F.A. are:

1. To encourage establishment of members in farming
2. To improve the economic, educational, and social conditions of the rural community
3. To cooperate with other organizations whose objectives include the improvement of farm life
4. To develop aggressive rural leadership
5. To encourage educational activities
6. To give experience in cooperative activities
7. To promote citizenship

It is clear, in my opinion, that the specific objectives of the two organizations dovetail in their over-all coverage of progressive development of future farmers, young farmers, and present, as well as prospective, rural citizens and leaders. There is unanimity of purpose in the utilization of *what we have.*

What We Are Doing

What we are doing may be clearly expressed in terms of the broad objectives of leadership training in the F.F.A. as we have endeavored to achieve them. They are listed as follows:

1. A broadened knowledge of the F.F.A. including (1) the national organization, (2) the state association, (3) the area chapter or council, and (4) the local chapter
2. A high degree of perfection in degree and ceremonial work
3. A mastery of common parliamentary procedure
4. Improvement in self-expression
5. Building worthwhile chapter programs of work
6. A more comprehensive understanding of the duties and responsibilities of chapter officers
7. Furthering the interests of the F.F.A. thru member contacts with service clubs, chambers of commerce, P.T.A.'s, the Grange, Agricultural Cooperatives, and other rural and urban organizations.

The progressive attainment of these objectives rather definitely defines the influences of leadership training in the F.F.A. upon the Young Farmers Associations.

Where we are going then is dependent upon how we measure these influences in terms of young farmer participation in the programs of the Young Farmers Associations as well as in the programs of other organizations of rural folk.

Many of the outstanding leaders in our F.F.A. chapters will remain on the farms or in related agricultural occupations within the rural community. They will serve in the Young Farmer Associations and in other rural organizations. Some will aspire to greater leadership adventure. This they will find, in part, in the Y.F.A. and certainly in other rural and farm organizations within the community and later in the county, state and national organizations.

Whether it be holding office, serving on committees, serving as committee chairmen, leading vocal or instrumental music, teaching a Sunday School class, helping with the Boy Scouts or organizing and conducting a baseball club for the rural youth—the local F.F.A. leaders may be expected to carry on.

Finally as the F.F.A. develops leadership among its members and this is transmitted into improved agriculture and rural living, we will always have with us the truest manifestation of the highest traditions of the F.F.A. organization.

We need only to remind ourselves always that those F.F.A. and Y.F.A. leaders whose roots are in the land will work intelligently together as a team in the great job of promoting the welfare and happiness of the men and women who will be the farmers of tomorrow. In closing there is nothing more fitting, at the moment, as a reminder of the great responsibility enjoyed by counsellors of rural youth than the Rural Young Persons Pledge contained in E. L. Kirkpatrick's season's greeting for 1945 as follows:

Rural Young Persons Pledge

As a member, supporter, and admirer of rural youth of U. S. A., I pledge myself to:

Real effort to dignify rural life and preserve an interest in it. United action to help local groups solve their common problems.

Readiness to work for a better understanding between youth and adults.

Activitics to render practical service in building a better rural life.

Longtime planning for satisfactory relations between rural and urban people.

Youthful enthusiasm for programs which make life meaningful to all in my community.

Organization for fuller use of all local resources, including church, club, school, and town.

Unlimited courage in developing appreciation for the cardinal values of living in the country.

Total respect for the beliefs of all others, looking to improved inter-denominational and inter-racial realtions.

Hard work to bring the findings of scientific research and accomplishments to the service of farm and other rural people.

Objective attitude toward those who fail to see the values in conserving our natural resources.

Focused attention on the fullest possible development of latent leadership among club members and associates.

Unanimous decision to accept social responsibility for all who are in need in the community.

Streamlined methods for creating and maintaining high standards of living among rural as well as urban people.

Attempts to discover and foster best possible ways of achieving rural progress, spiritually, socially, and economically.

* Address before the Agricultural Section of the Pennsylvania State Education Association, December 27, 1945, Harrisburg, Pa.

Farm Mechanics

R. W. CLINE

Fitting Farm Mechanics to Community Needs

J. S. CLINGENPEEL, Teacher, Burkeville, Virginia

THE department of vocational agriculture at Burkeville High School is located in a dairy and bright tobacco section. About 85 percent of the boys in all-day classes are from farms that receive a majority of their income from tobacco. Thru a study of the boys, their home farms, their communities, and changing farm conditions, the following facts have been given due consideration:

1. Tobacco farmers, in the past, have not been machine minded.
2. The present labor shortage has made it necessary for farmers to use more machinery and equipment.
3. Dairymen perform major jobs with tractors and machinery but are not getting efficient service due to the lack of care and repair of equipment.
4. A number of old machines can be brought back into use by overhauling, adjusting, or replacing needed parts.
5. Farmers can no longer get the needed repair work done in the local shops due to the shortage of mechanics.
6. Less new equipment and greater use of old equipment means greater demand for the repair of present machinery and tools.

Before the war only about one-fifth of the teaching time was devoted to farm mechanics. Recently the plans have been revised to meet the present conditions. During the 1944-45 school session, 40 to 50 percent of the teaching time was devoted to farm mechanics. The most outstanding problems of present-day farming are to increase the efficiency of labor and machinery. The value of the course in mechanics is determined by the number of skills acquired by the boys that will save labor and keep the present farm equipment in good condition.

All-day students must develop certain fundamental skills before they are prepared to overhaul and repair machinery. To do this, eight weeks of instruction in the first term in our department were devoted to the study of primary skills in mechanics. Practice exercises were used to develop abilities as follows:

I. Lathe Work
   1. Study of machine
   2. Centering
   3. Chucking
   4. Cutting to size
   5. Threading

II. Acetylene Welding
   1. Operation of torch
   2. Burning or cutting
   3. Welding with steel
   4. Welding with brass
   5. Welding with cast iron

III. Electric Welding
   1. Operation of welder
   2. Running beads
   3. Butt welds

IV. Forge Work
   1. Upsetting
   2. Drawing
   3. Shaping and bending
   4. Tempering

V. Cold Metal Work
   1. Bending
   2. Twisting
   3. Drilling
   4. Riveting

VI. Soldering and Tinning
   1. Tinning coppers
   2. Making lap and lock seams
   3. Soldering holes & patches

VII. Plumbing
   1. Cutting pipe
   2. Measuring
   3. Threading
   4. Fitting

VIII. Woodwork
   1. Sawing
   2. Boring
   3. Squaring
   4. Measuring
   5. Making mortise and tongue joint

The class of 16 boys was divided into eight groups. At the beginning of each week the groups rotated, thus completing the skills listed under each heading in eight weeks. Literature, charts, and plans to follow in order to complete each exercise were supplied at the assigned place of work in the shop. The first day, after each group rotated, was devoted to a study of the use and identification of tools to be used for each respective exercise. The plans for the practice jobs were similar to the ones used in the O.S.Y.A. classes in metal work. Each exercise was graded after completion.

The work in farm mechanics during the last term was devoted to the regular construction and repair work needed for each boy's farming program and home farm needs. Projects included rebuilding mowers, harrows, and spreaders; fitting tools; construction jobs; home improvement projects; and the building of trailers, etc. The accomplishments, so far, are very encouraging. The skills mastered in the first term developed confidence in the students in the extent of their abilities in mechanics and provided opportunities and desires for more learning. The amount and quality of the repair work completed is being steadily increased, thus providing greater opportunities in the learning process. Training in the fundamental skills is necessary before pupils do a good job of machinery repair. If this is not done, students and parents become discouraged by poor workmanship and the student's inability to repair expensive machinery. With a knowledge of the necessary tools, skill in using these tools, and the confidence of the student in himself, a better job is done and the learning process is accelerated as the encouraged student becomes desirous of further training.

A Functioning District Program

K. D. CHANDLER, Teacher, Jasper, Texas

IN TEXAS, we may say that district Future Farmer programs have been a success. Again, other leaders may dispute that fact. Yet these same leaders cannot deny the progress and accomplishments of many of the districts in Texas. Here is why certain district programs function and others do not.

First, a district should be composed of only a few closely located chapters, preferably about five. These chapters must be composed of active local members. The advisers of the local chapters must realize the value of a district program and convince the local members of the need for such a program. Under these conditions the district program will actually be one of the most stimulating factors in the success of the local chapter

Boys will be given the opportunity to mix with boys of other chapters in the district. They will be given excellent opportunities for leadership training that they would never get otherwise. Thru district contests the competitive spirit would arise, increasing interest on both the local and district level. Opportunities will be given the entire membership that could never be reached otherwise.

The success of the district program will be determined, chiefly, by the type of program adopted. This program of activities should be set up by official delegates representing each chapter and the district officers. The delegates should bring to the district meeting the recommended activities set up by their local chapter. These activities should be brief and of such a nature that they will be only of importance to the district and not local chapters. After these activities are set up by the official delegates, they should assign the direct responsibility of planning and carrying out each activity to a certain chapter. Each chapter in the district should have one or more district activities to plan, sponsor, and lead.

I would like to briefly outline the Jasper, Texas, district program from Area IX, for 1945–46.

Advisers and official delegates met in Newton for organization in September. Officers were elected. Each chapter delegate presented the proposed district program as set up by his local chapter. The following objectives were set up, assignments made and time schedule adopted:

1. District leadership contest—Newton, November
2. District F.F.A. basketball tournament —Kirbyville, December
3. District judging contest—Burkeville, March
4. District newsletter—Jasper, Jan. 1, May 1
5. District field day—Newton
6. District summer encampment—Jasper
7. District permanent camp—Newton
8. District sweetheart contest—Jasper

(Continued on page 195)

Our Leadership in Agricultural Education

H. M. Hamlin

Sherman Dickinson

Carsie Hammonds

Roy Olney

H. M. Byram

O. C. Aderhold

THIS month we present the former editors of our magazine. Dr. H. M. Hamlin, formerly of Iowa, now chief teacher-trainer at the University of Illinois, served as the first editor in 1929 and 1930. He is a graduate of Iowa State College with his Doctor's degree given by the University of Chicago. He was a teacher of vocational agriculture in Minnesota. He returned to Iowa State College where he assisted in the Department of Vocational Education until he was called to the University of Illinois in 1939. He ranks with the select few in clear thinking and sound leadership among the workers in agricultural education.

Dr. Sherman Dickinson, of the University of Missouri, served as editor from 1930 to 1932. Doctor Dickinson received his educational training at the Iowa State College and the University of Minnesota. His vocational teaching was also done in Minnesota high schools after which he returned to the University of Minnesota for a period as assistant in the Department of Agricultural Education. He has been at the University of Missouri since 1928. Doctor Dickinson has exerted his influence in the cause of agricultural education largely thru the program of the North Central Region and in the state of Missouri.

Dr. Carsie Hammonds, of the University of Kentucky, carried the editor's burdens from 1932 to 1935. Doctor Hammonds' educational training combines schools in his home state and Cornell University. His educational leadership in his home state is proved by the exceptional quality in the program of teacher-training in that state. In the minds of many the program is without a superior. Doctor Hammonds is a popular speaker at educational conferences both at home and abroad.

Dr. Roy Olney, of West Virginia, now of Cornell University, New York, served as editor from 1935 to 1939. Doctor Olney is an educational product of Cornell University. He served as teacher-trainer in West Virginia before returning to his alma mater as an assistant in agricultural education.

Dr. H. M. Byram, formerly of Iowa State College but now at Michigan State College, carried the editorial duties from 1939 to 1942. Doctor Byram is another leader whose teaching experience in secondary schools was begun in Minnesota. After a short period in high schools he also became an assistant in the department of vocational education during which time he completed his Doctor's degree at Teachers' College, Columbia University. For the past seven years he has been chairman of the Department of Agricultural Education at Michigan State College. His record in upgrading the teacher-training program in that state is exceptional and forceful testimony of the soundness of his educational leadership.

Dr. O. C. Aderhold of the University of Georgia, served as editor from 1942 to 1944. Doctor Aderhold served as a teacher of agriculture in his native state following receipt of his Bachelor's degree and then returned to his alma mater as a member of the staff in agricultural education. He pursued his work for the Doctor's degree at Ohio State University. Doctor Aderhold's leadership in his home state is probably more pronounced than that of any of his editorial associates. Not only in the field of agricultural education but also in general education has his influence been felt. He is showing a marked influence upon the entire educational program of his home state.

Each Future Farmer banquet is an opportunity, a challenge. Table arrangements, decorations, Future Farmer emblems, a prepared toastmaster, businesslike talks by the boys, genuine hosts to the guests, and an appreciation of those who assist are some of the earmarks of a good banquet. From the Johnstown, Ohio, chapter.

Future Farmers of America

A. W. TENNEY

F.F.A. Builds for Humanity and Mutual Aid

BOND L. BIBLE, Teacher, Emmaus, Pennsylvania

SEVERAL years ago the writer assumed the duties of teacher of agriculture and F.F.A. adviser at Emmaus, Pennsylvania. To his surprise and chagrin, he discovered that the school population was not in the main drawn from a farming area and that a great majority of the boys of the department were not farmers' sons, indeed, not even agriculturally inclined.

At the outset there was the difficulty of persuading a sufficient number of students to enroll. Nothing but the opportunities the Future Farmers of America offered for friendly cooperation, for mutual education and benefit, for travel, for expression of ideas, and for unfolding of one's self finally made the organization of the classes possible. However, the very fact which this item seeks to exhibit was largely instrumental in attracting members into the F.F.A.

Now, today, the boys show a commendable spirit of cooperation from the formation of the annual program of work to the completion of the various goals. With eager interest the boys look forward to the National Chapter Contest which does so much to stimulate cooperative effort. The boys come to school with scarcely a notion of the mighty force that the F.F.A. can wield in a farmer's son. He glimpses rosy possibilities of the future while he works hard and displays willingness to cooperate in a "learning-by-doing" program. Before his eyes he constantly sees the slogan, Cooperation the Keynote of Agriculture.

Group Projects

Tangible results soon become evident. The boys quickly become conscious of what can be accomplished thru cooperation when they successfully engage in group projects like these: a yield of 150 bushels of soybeans from eight acres of land a farmer didn't particularly want is sold for $225. A feeling of pardonable pride is immediately instilled in them. This feeling is considerably heightened when the Campbell Soup Company arranges a contract with the boys to experiment for them in the proper method of applying fertilizer in the growing of tomatoes for canning.

It goes without saying that broilers for the public market dare not be omitted in our area. Accordingly, two houses constructed or remodeled and maintained by the boys are pressed into production during the latter part of the war period. Two thousand birds realize $1,800 for the chapter. An acre of land helps to supply some vegetables for hot lunches in the school cafeteria. Had we not inaugurated farm machinery repair courses $6,000 worth of farm machinery would have been useless exactly at the time when most needed by the community. The spirit of camaraderie exhibited in these courses is in itself sufficient compensation for the necessary effort expended.

The boys are so anxious to see that every farmer's apples, tomatoes, and potatoes are harvested that they not only give their own time but press enough schoolmates into service to raise the number of hours of work to 28,000 in one year. For the future they plan to inaugurate a purebred pig chain.

Initiations and Annual Banquet

County-wide initiations for the Green Hand and Chapter Farmer degrees offer the boys excellent opportunities to spend profitable and sociable evenings. Besides the regular floor work of the degrees, members may meet like-minded chaps in friendly competition and in a program of entertainment. Prominent farmers are invited to discuss topics of interest to all. An occasional film and refreshments at every initiation serve to keep the boys entertained. Since our particular area is inhabited largely by people of Pennsylvania-German stock, recitations in the dialect by an interested member of the faculty have become an integral part of these meetings and are looked forward to with eager anticipation by all.

Once, annually, the boys invite their parents and friends to a banquet at which the accomplishments and program of the chapter are outlined by various members. This affair is also attended by members of the State Department of Agriculture or a specialist in some particular field of agriculture. Upon these occasions, then, the lads may mingle with men who have really accomplished something in their line and learn more about their business from mature minds. A feeling of pride prevails when interested specialists comment favorably upon the annual newsletter distributed at this affair.

Training Leaders

Remembering that the prime purpose of the F.F.A. is "To develop competent, aggressive, rural and agricultural leadership," the principles of parliamentary procedure are taught the members. At the weekly chapter meetings, the members take pride in conducting their business according to these principles. Some have been elected officers of subordinate Granges, one has been elected president of his class in school the third successive time, and some hold positions of responsibility in other youth groups. Every year a member of the chapter has held office in the F.F.A. area comprising three counties. The local competitor in the area public speaking contest has invariably won first honors and has always been among the first five in the state contest.

In the local chapter the boys learn that it is absolutely imperative to work in complete harmony with their parents, their teachers, and farmers of the vicinity if they are to complete a balanced farming program. They learn that one must know how to work with people if one wants to make a loan or successfully conduct a group project.

Exhibits

With minute attention to detail, the boys engage in the preparation of an educational exhibit at "The Great Allentown Fair," one of the oldest and best attended agricultural fairs in America. In three successive years the boys have captured first prize for their exhibits depicting, "F.F.A. Members Produce Pork Economically," (1943), "F.F.A. Work Is War Work," (1944), and, "For An Enduring Agriculture" (1945). Besides these, exhibits of poultry, corn, potatoes, and shop projects are not the least of their activity.

An Imperative Need

Pennsylvania-German farmers still remember the time when neighbors rebuilt a farmer's barn after an unfortunate fire, when agreements were made with never a word written down and never a visit to a notary. Perhaps he wrote a short memorandum on the joists of his barn but then a man's word was his bond and help and mutual understanding were a neighbor's duty. This spirit of cooperation and humanity is being effectively reinstilled into young minds thru the F.F.A. organization.

The lack of cooperation in modern times is vividly brought to our attention in the following lines:

There lies the tragedy of our race;
Not that men are poor;
All men know something of poverty.
Not that men are wicked;
Who can claim to be good?
Not that men are ignorant;
Who can boast that he is wise?
But that men are strangers.
Why don't we learn to love each other?

Every year the Future Farmers of America chapter at Hanford High School brings Christmas joy to the homes of more than 100 under-privileged children. Early in the season, the chapter takes its own money and buys plywood and paint, and bolts and screws. Boys work hard in the school agriculture mechanics shop, turning out toy wagons, repairing broken and discarded toys which have been collected from Hanford homes, and otherwise assembling from 100 to 350 toys. Then, the proceeds from the annual Hanford Future Farmer Rodeo go into purchasing food for Christmas baskets. Altogether, the Future Farmers make it a merry Christmas for 100 to 150 families, numbering perhaps 600 to 800 persons. Community service is one of the eight points of the Future Farmer program.—Hanford, Calif., Newsletter.

District Program

(Continued from page 192)

Other objectives under consideration and to be decided on later include:

1. District Chapter Farmer initiations
2. District project shows
3. District Future Farmer banquet

The chapter receiving the assignment of a certain objective will be responsible for making detailed plans and presenting them for approval at a district meeting.

A similar number and type of objectives were carried out by the district last year. It was one of the few districts in Texas which received a bronze emblem rating on a state basis, altho one of the three gold emblem chapters of Texas, Jasper Chapter, ranking second in Texas, is located in the district. Also this district furnished all of the Lone Star Farmer degree candidates from Area IX except two. There was a total of 12 candidates, with 10 receiving the state award. Of these 10, 8 were members of the Jasper Chapter. The state secretary from Area IX was elected from the Jasper Chapter.

The advisers of this district are very much impressed with district Future Farmer programs and the membership of the district looks forward to them.

Project Records

(Continued from page 189)

Some of the boys still will not believe it can cost so much to raise a heifer to milking age. The record cards do not show details of cost. The answer, probably, is that the purchase price of some of the purebred animals owned by several of the boys is included in this cost.

The question of what to do with this cost was eagerly discussed. Should the dairyman charge this cost to the heifer? How, and when, should she be expected to pay it? Should it be spread over her expected years of production? Can she ever pay for herself? Can a farmer buy a cow as good as this heifer for $197? What kind of calves are worth raising? Questions like these are only a sample of those that a group of interested boys will bring out. I find there is an almost endless number, most of them worth discussing.

F.F.A. Mothers Club Assists Chapter

L. C. DALTON, Assistant Supervisor
State College, New Mexico

THE pioneering spirit of the West still lives in a group of Albuquerque F.F.A. mothers whose plans for helping their farm-minded sons are begining to pay dividends.

They organized the F.F.A. Mothers' Club of the Albuquerque Chapter and in their first project—promoting a chuck wagon food booth at the State Fair—they helped chapter members earn $788.

With the help of chapter members, they fed thousands of exhibitors and sightseers during the eight days of the New Mexico State Fair. The money that was earned will be used to buy a chapter cooperative hammer mill feed grinder and to finance chapter-supervised farming programs.

The mothers operated the "chuck wagon" again in December during the show and sale of the New Mexico Herford Association. They provided recreation by giving a Thanksgiving program and a Christmas party, and are planning a club talent program for the chapter.

When the organization had its beginning last summer, the mothers were attending the chapter livestock show and visiting around the chapter hot-dog stand when they decided that, by pooling their efforts, they could do a better job of helping their sons in vocational agriculture and the F.F.A.

The purpose of the organization is to help the boys develop confidence in themselves and their work; encourage the boys in the development of farming programs and improvement in scholarship; encourage boys to improve the home and its surroundings; participate in cooperative effort for the improvement of the community; encourage and sponsor the development of organized rural recreation; make mothers more conscious of various F.F.A. activities, and provide means of helping boys to accomplish these activities.

Opportunities in the Staples Community

(Continued from page 188)

require two recreational directors for full-time employment. They are to do nothing but organize and carry out a program of recreation for all youth both in and around Staples.

There is a number of other employment opportunities that the author has not been able to locate definitely, but with all the prospects for a bright future, it is not going to take care of 524 people and returning service personnel.

To meet the demand, Staples is offering some vocational training courses for out-of-school youth. These classes are in welding, blacksmithing, sheet metal work, wood working (carpentry mostly), and farm mechanics. Any young person can enroll for these classes. When there is demand for it, Mr. Atwood, superintendent of schools, stated that he would offer special courses in auto, tractor, and airplane mechanics.

In the local high-school vocational courses are provided which include business methods, typing, bookkeeping, home economics, vocational agriculture, and industrial arts. Nurses' training is also offered in the local hopsital.

The high-school department of vocational agriculture could well expand and give employment to another man whose duty would be to scout around, arouse interest in vocational education in agriculture, and conduct classes for adults in addition to the regular high-school agricultural courses and the F.F.A. program.

Each year our chapter holds an auction sale at one of our meetings. Members bring in such articles as old neckties, candy, popcorn, small farm tools, books, and toys. Local F.F.A. members act as auctioneers. We have lots of fun, and we take in some money.—Columbus, Nebr.

The first National F.F.A. Day was designated by the national organization of F.F.A. in 1933.

County-wide Green Hand Initiation Ceremony at Emmaus, Pennsylvania
This initiation is very impressive to Freshmen. Bond L. Bible, teacher

(Continued from page 190)

your lesson, it is a good meeting; otherwise, it may not have "clicked."

VIII. *Visitation and records.*

Missouri requires farm visitation by the instructor of vocational agriculture to evening-school students and a report of the practices used. The visitation part is a pleasure, as the farmers seem to welcome a call from the teacher of agriculture and this can be correlated with visits in a community to see the boys in vocational agriculture.

The record of improved practices adapted is more of a problem, as there is no way to force the adult to help the teacher. However, by listing the 10 to 20 practices usually agreed upon as good in a school, and asking the farmer to check those he has done, teachers have been able to secure information.

Stunts Help Attendance

IX. *Stunts to help attendance.*

1. At Albany, F.F.A. boys serve coffee and doughnuts. Each adult donates five cents.
2. F.F.A. boys present talks or demonstrations.
3. Hold an F.F.A. Play Night in the gymnasium for boys who bring their dads or other adults to the evening school.
4. Make one meeting "family night," with 30 minutes of miscellaneous entertainment obtained from the music and speech departments of the high school before the regular session. In rural schools, women will usually bring the food.
5. Visit an outstanding farm or business as a field trip with the class.
6. Use news articles in local papers for good advertisement. Give names of men who have been regular in attendance; also, those persons who have carried out good farm practices.
7. Use follow-up letters a time or two for farmers who should be attending the meeting.

X. *Ways to hurt the meetings.*

1. Make poor lesson preparations; have little worth while to offer.
2. Fail to make lessons practical.
3. Fail to be able to call farmers by name when you meet them outside the meetings.
4. Depend on entertainment or picture shows to help fill up the time.
5. Depend on outside speakers for a majority of the lessons. It is the farmers' evening school, so the teacher should be able to organize a better course than would be offered by 10 different men.
6. Use the meetings to sell products in competition with local merchants or the veterinarian.

Evening schools, as held at Albany, may not be of the sensational type that makes the metropolitan papers, but they do put vocational agriculture into the minds of farmers. Farmers keep coming to my schools year after year; and many of the approved practices are adopted as conducive to good business.

It is a lot of satisfaction to be asked many times each year, "Why not come to our school next year?" Or, "I have tried that idea we talked about at evening school." Or, "When do we have some more meetings?"

Book Review

A. P. Davidson

Identification and Judging—Crops—Weeds—Diseases, by Harold K. Wilson and Alvin H. Larson, planographed, paper backed, 65 pages, published by Webb Book Company, St. Paul 2, Minnesota, list price $1. The booklet will serve as a guide to teachers of crop judging and identification. The authors have included the most important crops, weeds, and diseases, and those characteristics which make it possible to differentiate one from another. As far as possible, simple everyday language has been used. Part I deals with identification. Part II presents the subject of judging. Ten score cards are given, together with methods of giving reasons, and placing values for four sample and for five sample classes. Part III discusses the collection and preparation of exhibit materials. Part IV is given to the subject of definitions of terms used. This booklet should prove of value to all teachers of vocational agriculture, and will be especially helpful in training crops identification and judging teams.

Occupational Guidance, by Paul W. Chapman, pp. 638, published by Turner E. Smith and Company, Atlanta, Georgia, illustrated, list price $2. Designed for use in the junior high school. Representative occupations, including those in which the largest number are engaged and those which are followed in many sections of the country, have been included in the text. An interesting feature, not found in many occupational guidance texts with which your reviewer is acquainted, is the inclusion of biographical sketches of 50 men and women who have achieved successful careers.

The Home Mechanic's Handbook, an encyclopedia of tools, materials, methods, and directions, by D. Joseph Di Barnardo, et. al., pp. 804, illustrated, published by D. Van Nostrand Company, Inc., list price $5.95. The fields included are Painting and Decorating, Woodworking, Metalworking, Plumbing, Masonry, and Electricity. The book supplies the information necessary to do successfully the greatest variety of practical work in the home and in the home workshop. The book is made highly usable by including a detailed table of contents giving the page number of every subheading in each chapter, and the index lists page references for every tool and material of construction, every practical operation and job. This book should prove helpful to the general shop teacher and to teachers of vocational agriculture. Home workshop addicts will find this text a veritable gold mine of useful and helpful information.

Sources of Free and Inexpensive Teaching Aids, a source list compiled by Bruce Miller, Box 222, Ontario, California, list price $1. From Abraham Lincoln to Zoology we find approximately 200 major headings under which teaching aids are listed.

Life is a jest;
Take the delight of it.
Laughter is best;
Sing through the night of it.
Swiftly the tear
And the hurt and the ache of it
Find us down here;
Life must be what we make of it.
Life is a song;
Dance to the thrill of it.
Grief's hours are long,
And cold is the chill of it.
Joy is man's need;
Let us smile for the sake of it.
This be our creed:
Life must be what we make of it.
Life is a soul;
The virtue and vice of it,
Strife for a goal,
And man's strength is the price of it.
Your life and mine,
The bare bread and the cake of it
End in this line:
Life must be what we make of it.

—Edgar Allen Guest

BANQUET BANTER

Toastmaster: Ladies and gentlemen, our next speaker is our county agent, a former teacher of vocational agriculture, a hard worker in his field, and above all else a canny Scotchman. I dare say he has had more Scotch jokes told on him than most any grandfather Scot now living. I always supposed that they were just made up but I had an experience once that rather questioned that doubt. I was invited to stay overnight in his home one time when I was at the county seat and I, of course, was glad to avail myself of this fine privilege. After an enjoyable evening and a good night's rest we met at the breakfast table and to my pleasure, Mrs. Burns served bacon and toast, to me a very fond breakfast dish. I was particularly impressed that the strips of bacon, even after cooking, were so large and unshriveled. This was quite different from my mother's experience in preparing bacon, so I made bold and asked how the bacon was prepared in the Burns household. The secret of this thrifty Scotch family was disclosed when Mrs. Burns said that she cooked hers in Lux. Ladies and gentlemen, our county agent, Mr. Burns.

Speaker: Well, that's another one. I have heard about the Scotch golfer who wore shoes with wooden soles because he was afraid the cork soles might give a little; and I have heard of the young Scotch couple, married not so long before, who moved to the country before their first baby was born because they understood that out there they had rural free delivery. But this nonshrinking Lux treatment is about the best yet, I confess. Our toastmaster has shown that he is equal to most any occasion here tonight as he seems to have the last say on everybody and usually to his advantage. You know he did not get into the service during the war or at least hasn't yet. I understand that last summer when he was selling eggs and vegetables in town a girl remarked to him, "Young fellow, why aren't you in uniform?" Ted looked at her—a good look—and promptly came back with this reply, "For the same reason that you are not in a beauty show—a matter of sheer, absolute, physical unfitness."

Program of the A. V. A. Convention, Buffalo, Feb. 6-9

Program Chairman: R. M. Stewart, Head, Rural Education Department, Cornell University, Ithaca, N. Y.

Wednesday February 6 2:00 p.m.

Trip to the Mill of Grange League Federation (To be announced)

Thursday February 7 7:30 a.m.

Hotel Statler—Parlor D

Breakfast Meeting—Ten-Year Teacher-Trainers, L. R. Humpherys, President

Hotel Statler

Breakfast Meeting—State Supervisors

Thursday February 7 9:30 a.m.

Hotel Statler—Georgian Room

Theme: *The Veterans' Opportunity to Continue His Education.*

Chairman: W. T. Spanton, Chief, Agricultural Education Service, U. S. Office of Education, Washington, D. C.

Assistant Chairman: J. E. Hill, State Supervisor of Agricultural Education, Springfield, Ill.

Secretary: W. Howard Martin, State Supervisor of Vocational Agriculture, Burlington, Vt.

The Returning Veteran and His Opportunity—D. Z. McCormick, Chief, Agricultural Training Division, Veterans' Administration, Washington, D. C.

Farmer Training Classes in Ohio—R. A. Howard, State Supervisor of Vocational Agriculture, Columbus, Ohio.

Discussion from the floor—led by Mr. Hill.

Fellowship Period

Business Meeting:

Chariman: Julian A. McPhee, A.V.A. Vice-President for Agricultural Education; President, California Polytechnic School, State Director of Vocational Education, San Luis Obispo, Calif.

Secretary: J. B. McClelland, Head of Department of Agricultural Education, Iowa State College, Ames, Iowa.

Minutes of 1944 Business Session.
Committee Reports.
Old Business.
New Business.

Thursday February 7 2:00 p.m.

Hotel Statler—Georgian Room

JOINT SESSION WITH PART-TIME EDUCATION SECTION

Co-Chairman: Henry S. Brunner, Head of Department of Agricultural Education, Pennsylvania State College, State College, Pa.; D. J. Howard, State Supervisor of Agricultural Education, Richmond, Va.

Secretary: Roy A. Olney, Agricultural Education, Cornell University, Ithaca, N. Y.

First Theme: *Research in Agricultural Education*

A Study in Standardization of Departments of Vocational Agriculture—Based on 400 Evaluations—L. R. Humpherys, Chairman, reporting for the Committee, Agricultural Education, Utah State College, Logan, Utah.

Discussion from the floor—led by Mr. Brunner, presented by Mr. Howard.

Fellowship Period

Second Theme: *Improving Part-Time and Evening Class Programs in Agriculture*

Education for Out-of-School Rural Groups—R. E. Naugher, Specialist in Agricultural Education, U. S. Office of Education, Washington, D. C.

The Wider Use of the Community in Building Programs for Special Rural Groups—O. C. Aderhold, Agricultural Education, University of Georgia, Athens, Ga.

Discussion from the floor—led by L. M. Sasman, State Supervisor of Vocational Agriculture, Madison, Wis.

Friday February 8 1:30 p.m.

Hotel Statler—Georgian Room

Theme: *Farmer Problems Ahead*

Chairman: H. M. Byram, Agricultural Education, Michigan State College, East Lansing, Mich.

Secretary: Carsie Hammonds, Agricultural Education, University of Kentucky, Lexington, Ky.

Farmer Problems in the Years Ahead—W. I. Myers, Dean, New York State College of Agriculture and Experiment Stations, Cornell University, Ithaca, N. Y.

A Project in Program Planning and Evaluation—H. M. Hamlin, Agricultural Education, University of Illinois, Urbana, Ill.

Problems of Farm Implementation—A. D. Longhouse, Agricultural Engineering, West Virginia State College of Agriculture, Morgantown, W. Va.

General Discussion.

Business Meeting.

Chairman: Julian A. McPhee, A.V.A. Vice-President for Agricultural Education.

Secretary: J. B. McClelland, Secretary for Agricultural Section, American Vocational Association, Inc.
Report of the Agricultural Education Magazine.
Committee Reports.
Special Business.

Saturday February 9 9:00 a.m.

Hotel Statler—Georgian Room

Theme: *Adjusting Agricultural Education to the Times—Re-evaluating Purposes and Objectives—Widening Visions—Utilizing Resources and Facilities—Capitalizing on F.F.A. and Other Rural Youth Organizations—Setting Up New Types of Schools and Classes*

Chairman: R. H. Woods, President, Murray State Teachers College, Former President of American Vocational Association, Inc., Murray Ky.
R. W. Gregory, Deputy Director, in Charge of Plans and Program Division of Surplus Property Utilization, U. S. Office of Education, Washington, D. C.

Secretary: E. L. Austin, Chief Secretary Panel Discussion. Agricultural Education, Rhode Island State College, Kingston, R. I.

Assistant Secretaries: Burdette Graham, President, Illinois Vocational Association, Macomb, Ill., and S. T. Stanton, Teacher of Agriculture, Mexico, N. Y.

Members of the Panel:

R. E. Cammack, State Director of Vocational Education, Montgomery, Ala.

G. P. Deyoe, Agricultural Education, Michigan State College, East Lansing, Mich.

L. R. Humpherys, Agricultural Education, Former President, American Vocational Association, Inc., Utah State College of Agriculture, Logan, Utah.

E. J. Johnson, Regional Agent for Pacific Area, U. S. Office of Education, Washington, D. C.

William Kerr, State Director of Vocational Education, Boise, Idaho.

J. M. Lowe, State Director of Vocational Education, Morgantown, W. Va.

J. A. Mack, Teacher of Vocational Agriculture, President, New York Association of Teachers of Agriculture, Ithaca, N. Y.

H. E. Rogers, Teacher of Vocational Agriculture, President, Wisconsin Association of Teachers of Agriculture, Chippewa Falls, Wis.

S. S. Sutherland, Agricultural Education, State of California, Sacramento, Calif.

Business Meeting: 11:00 a.m.

Chairman: Julian A. McPhee.

Secretary: J. B. McClelland.

Announcements of Committees and Committee Members.
Special Business.
Adjournment.

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Specialists: F. W. Lathrop—Research A. W. Tenney—Subject Matter
H. B. Swanson—Teacher-Training R. E. Naugher—Part-time and Evening
A. H. Hollenberg—Farm Mechanics

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—R. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
ds—L. L. Sellers, Auburn
ds—H. F. Gibson, Auburn
ds—T. L. Faulkner, Auburn
ds—R. W. Montgomery, Auburn
ds—H. R. Culver, Auburn
t—S. L. Chesnutt, Auburn
t—D. N. Bottoms, Auburn
sms—C. C. Scarborough, Auburn
ct—Arthur Floyd, Tuskegee Institute
ct—F. T. McQueen, Tuskegee Institute

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

ARKANSAS
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
t—Roy W. Roberts, Fayetteville
at—LaVan Shoptaw
ct—J. C. McAdams, Pine Bluff

CALIFORNIA
d—Julian A. McPhee, San Luis Obispo
s—B. J. McMahon, San Luis Obispo
as—Wesley P. Smith, San Luis Obispo
rs—E. W. Everett, San Jose
rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento
rs—A. G. Rina, Fresno
rs—Weir Fetters, San Luis Obispo
rs—Harold O. Wilson, Los Angeles
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, 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. Loften, Gainesville
it—Harry Wood
ct—L. A. Marshall, Tallahassee
ct—G. W. Conoly, Tallahassee

GEORGIA
d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
as—P. D. Brown
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—O. C. Aderhold, Athens
sms—A. O. Duncan, Athens
t—R. H. Tolbert, Athens
ct—Alva Tabor, Fort Valley
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
s—John A. Bauer, Boise
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
s—H. M. Strubinger
s—P. W. Proctor
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—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—H. B. Taylor, Lafayette
it—E. E. Clanin, Lafayette

IOWA
d—L. H. Wood, Des Moines
s—H. T. Hall, Des Moines
s—D. L. Kinsehi
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—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan

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

LOUISIANA
d—John E. Coxe, Baton Rouge
s—D. C. Lavergne, Act., Baton Rouge
as—A. Larriviere, Baton Rouge
ds—C. P. McVea, Baton Rouge
sms—Roy L. Davenport
t—C. L. Mondart, Baton Rouge
t—J. C. Floyd, Baton Rouge
ct—M. J. Clark, Baton Rouge
cit—D. B. Matthews, Baton Rouge
ct—E. C. Wright, Baton Rouge

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

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

MASSACHUSETTS
d—M. Norcross Stratton, Boston
s—John G. Galvin, Boston
t—F. E. Heald, Amherst

MICHIGAN
d—E. B. Elliott, Lansing
s—Harry E. Nesman, Lansing
s—Lake H. Kelley, Lansing
s—Raymond M. Clark, Lansing
t—H. M. Byram, East Lansing
t—G. P. Deyoe, East Lansing
t—J. A. Cook, East Lansing

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

MISSISSIPPI
d—H. E. Maddin, Jr., Jackson
s—A. P. Fatherree, Jackson
ds—R. H. Hackerly, Jackson
ds—E. E. Gross, Hattiesburg
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—N. E. Wilson, State College

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—Louis Titus, 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
as—L. C. Dalton
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. Peeler, Raleigh
ds—P. N. Meekins, Raleigh
ds—J. M. Osteen, Rockingham
ds—T. H. Stafford, Asheville
ds—T. B. Elliott, Woodland
t—Leon E. Cook, Raleigh
t—L. O. Armstrong, Raleigh
t—J. K. Coggin, Raleigh
cs—S. B. Simmons, Greensboro
ct—C. E. Dean, Greensboro
ct—W. T. Johnson, Greensboro

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

OHIO
d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
ds—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—H. C. Ramstrick, 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-s—J. B. Perky, Stillwater
as—Bonnie Nicholson, Stillwater
ds—W. R. Felton, Stillwater
ds—S. M. Crosnoe, Stillwater
ds—Byrl Killian, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
ct—D. C. Jones, Langston

OREGON
d—O. J. Paulson, Salem
s—Ralph L. Morgan, Salem
as—M. C. Buchanan, 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
t—William F. Hall, State College
it—Russell B. Dickerson, State College

PUERTO RICO
d—Lloyd A. LeZotte, San Juan
s—Nicholas Mendez, San Juan
as—Samuel Molinary, San Juan
ds—Juan Acosta Henriquez, Arecibo
ds—Juan Robles, Cayey
ds—Andres Ramirez, Mayaguez
t—Lorenzo G. Hernandez, Mayaguez

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

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

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

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

TEXAS
s—Robert A. Manire, Austin
s—R. Lang Barron, Austin
s—George H. Hurt, Austin
ds—B. C. Davis, Austin
ds—O. T. Ryan, Lubbock
ds—C. B. Barclay, Commerce
ds—C. D. Parker, Kingsville
ds—W. E. Williams, Alpine
ds—L. V. Halbrooks, College Station
ds—J. B. Payne, Stephenville
ds—L. I. Samuel, Arlington
ds—J. A. Marshall, Nacogdoches
ds—Thomas R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—S. V. Burks, Kingsville
sms—W. R. Sherrill, College Station
it—G. H. Morrison, Huntsville
it—T. L. Leach, Lubbock
ct—G. J. Thomas, Prairie View
cs—W. D. Thompson, Prairie View
cs—Paul L. Rutledge, Palestine
cs—Gus Jones, Caldwell
cs—E. E. Collins, Texarkana
cs—S. E. Palmer, Tyler

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
t—C. D. Watson

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

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

WEST VIRGINIA
d-s—John M. Lowe, Charleston
s—H. N. Hunsucker, Charleston
t—D. W. Parsons, Morgantown
t—M. C. Gaar, 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
t—V. E. Nylin, Platteville
t—J. M. May, River Falls

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