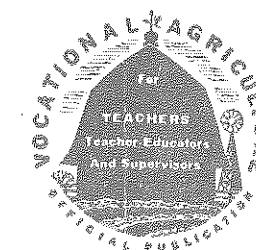


*"Silence is not always golden; sometimes it
is just plain yellow."*



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Editorial Comment

Planning Programs and Individual Services for Veterans in Rural Areas



E. R. Hoskins

PLANNING is thought of first these days as it has been for several months or during the time that many have been hopeful concerning the end of hostilities. Many types of meetings or conference programs include much planning in their agenda. Some of the following topics, taken from a recent Citizens' Conference held at Hamilton, New York, indicate certain areas of planning: "The Communities We Want," "Education for World Order," "Developing a Legislative Service," and "Inter-group Living."

Many other types of planning might well be mentioned, as "A Postwar Program for Agriculture in State or County." Planning is worth while as long as the plans are not paper plans only and as long as they conform to certain criteria, among which are these:

1. The plans should be made in relation to tested (or past) experiences.
2. The plans should be made in part, at least, by those who are expected to execute them or by their representatives.
3. The plans should be made in relation to actual needs as discovered by scientific procedures.
4. The plans should provide for the ways and means of their execution.
5. The plans should allow for individual adjustments, or flexibility, in their application.
6. The plans should provide for periods of revision to meet changing conditions or circumstances.

Planning programs and individual services in rural areas should challenge the best efforts of leaders of rural youth and adults. Perhaps the teachers of vocational agriculture are the ones to assume greater leadership responsibilities, or perhaps some are to have the unusual opportunity of becoming the most valuable cooperators in a great movement. All teachers of vocational agriculture are going to have an opportunity to serve in one of the major postwar problems, or that of guiding, counseling, or actually helping in the establishment of veterans in farming or in related farm occupations and services.

The way in which this challenge is met may determine not only the future statuses of deserving veterans, but the status of the teacher himself in the community for years to come. There are certain elements, or characteristics, of this vital problem that make it both interesting and timely, namely:

1. There is much available information concerning veterans and young men in service in every community.
2. Nearly every family in a given community has a relative who has had military service in World War II and each family is ready and willing to help in postwar planning.
3. Many organizations are anxious to plan, or have started to plan, programs of services for veterans.
4. There is danger of duplication of services in a divided leadership which may result in giving veterans the "run-around," tho there is enough for all willing workers to do.
5. The need for co-ordination of effort among individual leaders, organizations, and rural and urban groups is great.
6. The time to launch co-ordinated planning is at hand.

The author of this article has been very conscious of the problems involved in local planning during the past few years, and his special interest in the problems of planning for rural areas led him to make an extended study during the year of 1944. The study and the subsequent findings were based, in part, upon the educational and occupational records of 800 young men who were under 29 years of age, and who had lived in and had planned to return to a well defined rural area in the Finger Lakes Region of central New York. The study will be

published as a research bulletin of the New York State Experiment Station.

The purposes of this study, which follow, are quoted as they will appear in published form.

1. To locate representative servicemen, as a core group, for the solution of the problem and to evaluate their educational backgrounds and work experiences as certain basic information to indicate their future educational and occupational needs.

2. To study and evaluate the total resources of the region as bases for discovering local opportunities for readjustment and re-employment.

3. To study and evaluate local and nearby educational facilities and programs in order to determine their suitability for meeting the educational needs of veterans and other adults, and to aid school administrators and others in planning future educational programs.

4. To indicate the needs for occupational and educational training in non-degree and degree-granting institutions located beyond the borders of the region.

5. To evaluate the types and scope of the prewar work experiences of veterans and to determine the policies of employers toward the re-employment of veterans, and the provisions to be made for plant or on-the-job training programs.

6. To establish a pattern for the scientific approach to this and similar problems to which the same principles and procedures may be applied.

7. To establish a basis, or aid, for individual and scientific guidance, or a follow-up study of discharged veterans, as a part of the educational programs to be established.

Tho the author believes that the purposes of his study were well chosen and timely, he realizes that several of the procedures may be supplemented by personal contacts and individual interviews with returned veterans.

Certain sections of the bulletin should be of considerable help to teachers of vocational agriculture and other leaders concerned with the problems of veterans. The regional resources should be suggestive of types of local studies that may be made in advance of the return of large numbers of veterans. To study and evaluate the agricultural, occupational, human and social resources of any given area in which services are to be established, should be most essential for all concerned with vital problems or readjustment and re-employment of veterans and displaced industrial workers. It is increasingly important that the occupational resources of rural areas should be studied and evaluated. It should be both interesting and enlightening to know that 800 young men who lived in a rural region of approximately 600 square miles had worked at 100 or more different types of employment prior to entering the armed services. Such diversified occupational experiences, resulting from a high degree of industrialization in or near certain areas and the accompanying part-time farming, are characteristics that were discovered and evaluated. A month-by-month and year-by-year evaluation of work experiences of individuals is the only key to the solution of the employment pattern of a given area. Farm experience as related to specific types of farms, of varying sizes, is a part of the total picture of the occupational experiences of the selected group.

This study was extended to include the evaluation of the educational achievements of all individuals of the group. Elementary education, secondary education and education in degree-granting and non-degree granting institutions were included. The nine rural high schools of the region were studied in relation to their curriculum offerings and as to their future plans and special offerings suitable for veterans and other adults. Both occupational experiences and educational achievements were used when consulting counselors, relatives, employers and others in relation to their recommendations for the re-employment and re-education of each individual with whom they were concerned. All preliminary recommendations used for program planning are expected to be confirmed or altered by local counselors as veterans are released from the armed services and their military records are evaluated. The teacher of vocational agriculture should be prepared for his role in the advising and placement of those vitally interested in farming and the related occupations and services.

Agricultural Training Programs for Returning Veterans and War Workers

BYRON J. McMAHON, Chief, Bureau of Agricultural Education,
San Luis Obispo, California



Byron J. McMahon

WE WHO are engaged in the field of agricultural education have a very definite responsibility for making proper preparations to provide the necessary agricultural training for both returning veterans and displaced war workers. It is not a problem upon which we can delay action to some future date. The veterans are returning to all communities in ever-increasing numbers. The personnel in the armed forces of the United States, during World War II, has been more appreciated and has had better care for the most part by our government than have the fighting men of any country in the history of the world. This is as it should be, for we must not forget that for the last few years millions of them have gone thru "hell" for us in foxholes under adverse weather conditions of extreme heat, cold, mud, slush, rain, and in many cases the ravages of disease due to their surroundings. We must also remember that a high percent of the returning veterans left for the armed forces at the ripe old age of 17 years. We can never repay them for the many sacrifices they have already made in an attempt to preserve the democracy which we all so dearly cherish.

This care and appreciation did not end on V-J Day. The Congress of the United States has already made available to our veterans of this war more benefits than have ever been provided in the entire history of our country. Already on the statute books are found such benefits for veterans as hospitalization and medical care, separation pay bonuses, job insurance, unemployment relief, civil service rights, home, business and farm loans, and educational opportunities, to list only a few.

The variety and scope of veteran benefits as provided by the nation, states, counties and cities, together with those of a great number of private or social organizations, is baffling for even the professional counselor of veterans, so it is no wonder that it is difficult for the average layman to understand the entire program. We do need, however, to thoroughly understand the particular rights and privileges of veterans which fall in our professional fields.

The mysterious group of veterans we talk about are nothing more than your sons, brothers, or other relatives, or your former students. Every one of us will want to do everything possible to re-

habilitate the returning veterans into civilian life and into a useful occupation. We have the best opportunity that we have ever had to do a real job in vocational education with a group of serious-minded men who have a definite purpose and who will be highly appreciative of everything that is done for them.

Altho we may not feel quite the same degree of responsibility for displaced war workers that we do for the returning veteran, nevertheless, we will of necessity have to take this large group into consideration in any plans we set up for handling the returned veterans. Displaced war workers will want to return to or remain in the same communities in a good many cases where veterans plan to make their homes and earn a living.

Thousands of workers have spent the time during the war in industrial war plants but still have a desire to return to the farm at the earliest possible date. The capital which they have accumulated during their war work will assist them to acquire the piece of land which they so desire.

The job that all of us have to do cannot be clearly defined at this time. However, wishful thinking will not solve the problem for us. We must find out the scope of our task, just what our facilities are to do the job, and then set out to do it to the best of our ability.

The size of the job may have a tendency to scare us out. I think this need not be true, however. Altho our manpower as far as teachers of agriculture are concerned is very critical at the present, there is not apt to be a very large number of veterans desirous of training who will arrive back home at any one time in a typical rural community. It is more likely to be a case of one, two, or three in a given locality. There may be little demand for education until lower prices, unemployment or an actual depression is experienced.

We have back of us four or five years of all-out, home-front war effort. We are faced with the prospect of even greater effort over a longer period of time in the future. We are also faced with certain limitations by the nature of the laws under which we operate, and limitations on our time and energy. The very least we can do is to make available, in some form or shape, the services we possess, just as the veterans have made available their services for us during these past few years.

Our part in the veterans program is largely that of education and counseling. Other agencies are charged with the responsibility of handling finances, assisting in farm and home purchases, hospitalization, and the many other benefits of the G. I. and other bills. If we stick to

our own field of service there should be no reason to get crossed up with other services which are doing their very best to help the veteran.

Legislation for Education

The Veterans Administration was set up in 1923 following World War I to fill a need felt at that time to properly handle veterans' problems.

Unfortunately for the displaced war worker, he will not have the same liberal provisions awaiting him to obtain an education which are being made available to the returning veteran. This applies mainly to the subsistence provisions for veterans. However, the displaced war worker will have the same opportunity to attend regular adult training classes that will be made available to the returning veteran. It is to be expected that many thousands of displaced war workers will seek an education in order to prepare themselves for new lines of work. We have to keep uppermost in our minds that "employment" is the keynote to our whole postwar prosperity and that we as educators must do everything possible to assist workers to prepare for useful employment in order to take part in what we hope will be a happy postwar world.

Their Educational Needs

An analysis of the educational needs of war veterans can only be approximated at this time. The only authentic information that we have is based on surveys conducted by the armed services. If we are to make adequate plans to take care of such educational needs, we should take the results of these surveys into consideration in planning the most worthwhile educational program. From these studies it is known that, of the enlisted men in the Army, 28 percent have had some high-school education and 26 percent are high-school graduates, but that 87 percent have had no college education. A somewhat comparable situation exists as far as the enlisted men in the Navy are concerned. Naturally a high percentage of the officers in the Army and Navy are either college graduates or have had a considerable amount of college training.

In the 1944 army survey it was found that 625,000 in the Army alone plan definitely to attend full-time school, or approximately 8 percent of the men in the armed forces. An additional 4 percent have done some planning and an additional 19 percent say they will attend part-time school, but this figure cannot be accepted as an accurate estimate of the number who will actually do so.

Among the men who were attending full-time school just prior to entering the Army, 46 percent intend to return to school. In the case of men who had begun but not finished college when they left school to enter the Army, 61 percent plan to resume their school work.

The men planning to return to school have the characteristics usually found in

the school population of which they plan to become a part. They are for the most part under 25 years old, unmarried and high-school graduates. While about two-thirds of the men returning to school intend to enter or continue college, their education interests are strongly slanted toward vocationally-useful curricula.

Of 33,256 veterans with approved applications, only 12,500 are now taking advantage of government aid for education, according to a statement by General Hines while he was still head of the Veterans Administration. Ten thousand of that group are in college, 2,000 are in trade and technical schools, and approximately 250 of them are getting on-the-job training. There is no record of any ex-serviceman in California who is getting organized instruction of a type dissimilar from that given other students in classes in agriculture.

This is largely due to the fact that those who have been demobilized up to the time the "point" system was established have fallen into two classes—(1) physically disabled, and (2) older men. These men for the most part have been out of school for a long time and do not want to return to formal education. In addition, their first interest has been immediate employment upon their return home in order to get in on some of the high wartime wages.

Unfavorable postwar economic conditions might play a very important part in the number who accept the educational provisions of the G. I. bill. The Army figures of 800,000 who plan to enter full-time farming will also indicate a decided need for some type of agricultural education. To this number of veterans interested in farming must be added the displaced war workers. Naturally, only a relatively small percentage of them will feel the need or have the desire for agricultural education.

The Army surveys are the only sources of information that are available which will give us anywhere near authentic information as to the desires and intentions of veterans upon their discharge. Their intentions, desires, and dreams evolved while lying in a foxhole may not coincide with actualities as they develop upon their return home. Nevertheless, the expressed intentions of 800,000 men in the Army alone to enter farming upon their return home is rather significant. Nearly two-thirds of the men planning to farm, according to Army figures, say they have in mind the particular farm they expect to operate or work on. Add to this number the undetermined but sizeable number of displaced war workers who have indicated a desire to go into either full-time or part-time farming and we have a good indication of the total picture facing us.

The counselors at the Army Separation Centers are doing a splendid job of counseling the veteran who is about to be discharged. They fully realize that the greatest need for counseling of veterans will be five or six months after the man has been discharged. During the 48 hours the veteran spends at the separation center, he is more interested in getting out at the earliest possible moment and catching the first available train or bus to his home than he is in getting sound advice on his problems. For the most part they have been away for so long that they really are not aware of the problems which they will face upon their arrival in their home community.

The local teacher of agriculture will become important in counseling as time goes on. In California at least, the counselors have a list of the teachers of agriculture and departments of vocational agriculture and do refer the veterans to these teachers. I hope that this is also true in other states. The Camp Beale (Marysville, California) commanding officer is a former teacher of vocational agriculture in Kentucky, and one of the officers in charge of counseling is a former teacher of vocational agriculture in Georgia. It would be fortunate indeed if the same thing held true in other separation centers.

We know that former Future Farmers will, and are, returning to their former teachers for advice. The kind of advice given to the veteran will have a marked influence on his whole life. To show how it works in practice, just recently a veteran in California who will soon be discharged from the Air Corps went back to get advice from his former teacher of agriculture about establishment in the beef cattle business. His father was a vineyardist. The teacher in turn had the young man and his parents talk to our livestock specialist to get the type of advice needed. This is the way it should work if the veteran is to start out without two strikes against him. The teacher of agriculture can and will be a vital factor in this whole program.

Unfortunately for the veteran there have been too many groups with excellent intentions who have been attempting to counsel veterans. In too many cases it has resulted in "disorganized confusion" as far as the veteran is concerned. The only successful method found so far is to have the discharged veteran report to one location for information. The individual in charge should refer him to the group charged with certain responsibilities for veterans welfare rather than to try to answer all of the questions himself. This system is working out very satisfactorily at present.

For the past three years teachers of agriculture have been warned to be ready, but the real "influx" has never taken place and may not develop until some future date. In the meantime, local teachers of agriculture need to accumulate information on opportunities to purchase or rent land in their local communities at economically sound prices. They will also need to locate placement opportunities for the returning veterans and displaced war workers if sound advice is to be furnished and if they are to plan worthwhile training programs for their respective communities. A record of five years successful experience in teaching adults in OSYA and FPWT classes will be of real assistance to the local teacher in planning such worthwhile programs.

Suggested Training Programs

A large number of returning veterans have indicated a desire to complete their college training. College administrators have been making their plans accordingly. The veterans interested in degrees will have to conform to the traditional college pattern for the most part and not the college to the veterans' needs.

Junior colleges will play an even more important part in the veterans' education than will the four-year college because it is more local in nature and because the curriculum is supposed to be

terminal in nature. As such, it is easier to make the program more flexible to fit veterans' needs. The programs which are now being set up are, in too many cases, not vocational enough to meet the veterans' needs. A fixed pattern cannot be laid down for every junior college in the country. Each one will have to determine the needs of their local community and then set up training programs to fill those needs.

According to the opinion of almost everyone, the returning veterans will not fit into the all-day classes in vocational agriculture, so we can virtually eliminate that from consideration. The department of vocational agriculture, however, should set up training programs in the form of adult and young farmer classes and perhaps on-the-job training programs.

Such training programs should of necessity be under the immediate supervision and direction of the teacher of vocational agriculture and under the general direction and supervision of the evening school principal. They should be a combination of class instruction, individual instruction, and supervised farming, and should include both young farmers and other evening classes organized for adults. Such classes might well utilize the services of special lay teachers with practical experience such as individuals who taught FPWT classes. If the classes are to be given for veterans, they will also need to be so organized that the veterans who are entitled may receive legal subsistence payments.

One of the most valuable courses for veterans and war workers who have had some farm experience might well be designed to bring those enrolled up to date on new developments in agriculture during the war period. Such a course might be taught by several teachers, each handling one or more special phases. We have to remember that many of the veterans have been overseas for one to four years and have had little opportunity to keep up to date on agricultural developments.

The farming programs for veterans should, no doubt, include the same general activities as for all-day students, but will naturally be larger in scope and give emphasis to improved practices.

On-the-job instruction seems to offer some very good possibilities for the type of training which will be needed for veterans and displaced war workers, provided it can be supported. To be successful, such training must include organized instruction in connection with it. This instruction needs to place emphasis on management and farm skills. It should also include definite, written plans for each trainee if there is to be a lasting benefit from the program. There are unlimited possibilities for on-the-job training and at the same time there are danger signals that need to be watched.

Summary

I have attempted only to open up this very important subject for discussion and have not tried to give you all of the answers. Up to the present, no blueprint has been evolved which can be followed out as steps 1, 2, 3, and 4. We must remember that thousands of the young veterans left us for the armed forces without any real vocational experience.

For the most part, the veterans who are returning will be perfectly normal

(Continued on page 118)

Supervision

LANO BARRON

The Institute Idea

CARLTON E. WRIGHT, Director, New York State Institute of Agriculture and Home Economics, Cobleskill, New York



Carlton E. Wright

A FEW years ago when "knee-action" on passenger automobiles was first being introduced and publicized at an automobile show in a large eastern city, the Ford Motor Company displayed a unique exhibit. The exhibit consisted of a Model-T Ford on a revolving tread which passed under the car and ran continuously, much like a treadmill. It was intended to simulate conditions of a very rough road. The wheels dipped and rose individually as the track passed under them. The sign accompanying the exhibit read something like this, "Knee-Action for Twenty Years."

In recent years, particularly the last five, vocational educators have been thinking and talking a great deal about area vocational schools. Many articles have appeared in this and other magazines, and bulletins have been written on area schools. Much groping has been done by various leaders in an effort to define area vocational schools. I wish it were possible to place the New York State Institute of Agriculture and Home Economics at Cobleskill, New York, on a rotating platform at a mammoth educational show; the sign for the display would read, "An Area Vocational School for Thirty Years."

Established by an act of the legislature in 1911, the institute was known as the Schoharie State School of Agriculture, being located in the county of that name. It took four or five years to get under way, but by 1916 it opened its doors and began operating as an area vocational school in the field of agricultural education. It later became known as the New York State School of Agriculture and, since 1941, by its present name. The story of the institute at Cobleskill is the story of the institutes in New York State, of which there are six, located at Alfred, Canton, Cobleskill, Delhi, Farmingdale, and Morrisville. Each institute is unique in itself; each has a different program and each serves as an "area vocational school" within its patronage area. The historical background of the institutes might be of interest to a limited number of people; it has little bearing on the topic at hand. Suffice it to say that over more than two decades the "state schools," as they were known, served the people of their areas by offering training in agriculture or home economics or both to those who could profit from it.

As the trend for increased school attendance developed and as a need for the so-called "thirteenth and fourteenth

year" appeared, the offerings of the "state schools" were raised to the post-secondary level. In 1941 the status of the schools was changed. They became, by law, state institutes. High school graduation became a requirement for entrance. The level of instruction was raised to a post-high-school standard. It is on that basis that the institutes now operate.

One might readily ask what is meant by the institute idea. The reply would be that it is the area school idea, of a sort. To throw more light on the subject it is well to analyze carefully the philosophy behind the "idea." To this end the following statements are quoted from an article by the Commissioner of Education in New York State, Dr. George D. Stoddard, dealing with "tertiary" educations. "Beyond secondary education lies a new curriculum which is not the same as the first two years of college, nor is it the manual work of the trade school. The *terminal*** program of the junior college illustrates the trend. It provides an opportunity for tens of thousands of youths who previously had been content to stop with the high-school diploma. . . . Prior to the rise of the junior college or the truly reorganized junior division, two years of college carried to completion nothing that had been started previously; it bore little relation to life outside. Tertiary education seeks to invest these precious two years with a last-chance significance, making meaningful much that has gone before. . . ." Drawing an illustration from the same article, the idea that it is more important to most people to cross bridges rather than to build them, would present the meaning of the "institute idea." The fact that more people cross bridges than build them takes nothing from the idea that certain people must build bridges. Being a different sort of thing, one might conclude that, as far as bridges are concerned, a few people require specialized advanced training; the majority might better learn other things and profit from the high specialization of the few.

The institute at Cobleskill, for our purposes, may be considered as exemplifying all six state institutes. The objectives are two; (1) to develop occupational competence, (2) to develop social adjustment. The variety of means toward these ends constitutes the curriculum and the institute program in general. Being a small institution it is possible to stress those parts of the training program for each individual student which take into consideration his abilities or needs. The institute draws its enrollment from the towns and counties in its "area"—the majority come from 15 counties in east-

* Saturday Review of Literature, Vol. XXVII, No. 38, September 16, 1944, The "Last-Chance" Curriculum—Potentialities of the Tertiary Level, by Commissioner George D. Stoddard.
** Italics mine.

ern New York, altho students do enrol from the length and breadth of the state. Most students live at the school; some commute. Possibly more will commute as transportation facilities improve.

The offerings of the institute at Cobleskill are in two fields; (1) agriculture, and (2) home economics. Industrial training is not offered at Cobleskill, altho it is offered in four of the New York State institutes. In result, young people may attend school after graduation from high school, in the area where they live, tuition free, with low cost board and room, and secure vocational competence and social adjustment in preparation for occupational employment. An area school? Nothing could be more so.

The instructional program of the institute is two years in length. It permits young people in its area to continue in school beyond the twelfth year and to prepare for a vocation. Many in this age group can, do, and should leave the area for their advanced education. These fall into two groups; (1) those who desire four years of college, (2) those who desire less than four years of college in fields not offered at the institute. For the young people who, in the past, have not continued their education beyond high school (approximately 60 percent of those who have been graduated from high school) the institute and its program are available. The group which lacks financial backing, native ability, or academic qualification, the institute is particularly well qualified to serve.

The nature of the program is unique in that it is based around the life of the area. Occupational opportunities are considered as basic to the instructional program. In agriculture, farming is the basic occupational outlet and approximately 85 percent of the male graduates of the institutes have followed this vocation. Those not going into farming prepare for work in allied occupations, such as farm machinery sales and service, dairy plant work, greenhouse work, and the like. In home economics, likewise, training is aimed toward occupational opportunities. Training is offered for homemaking, of course, but vocational outlets are of prime consideration. Opportunities for employment are found in food establishments, camps, restaurants, hotels, cafeterias in the institutional management program. Training in dietetics, preparatory to advanced training in hospitals, offers opportunities for employment as assistant dietitians or as diet kitchen workers. Child study is offered at Cobleskill, clothing construction at Canton, practical nursing at Delhi and Morrisville, as specialized programs. Each of these institutes maintains an institutional management program.

The same line of thinking as for agriculture and home economics supplies to the industrial programs offered in certain of the institutes. Programs are offered in automobile mechanics and watch and clock repair at Morrisville, technical electricity at Canton, and refrigeration and electrical work at Alfred.

The program is flexible. It is possible to offer short courses, winter courses, or evening courses, to persons not academically qualified or interested in the two-year program. Such courses may be from a few days duration up to one school year. In this program at Cobleskill veterans who may not have completed high school can be and are accepted in the two-year program; adjustments are made to meet their specific needs as they arise. Thus, it can be seen, the instructional program permits almost anyone interested to enroll, to find a program suited to his capacities and interests, and at a fee within his reach.

The second part of the program is that dealing with services to the people in the area who are not enrolled in the institute. The institute acts as an educational center. Annual meetings of farmer groups, beekeepers, poultrymen, milk producers, farmer cooperatives, as well as special meetings are held there. Advice and assistance are offered to individual farmers or housewives at the institute or on the farm. Close cooperation with the Grange and the Farm Bureau permits a united effort in behalf of the rural people. Working relationships and cooperation with the county agricultural agent, the home bureau agent, and the 4-H Club agent make possible the utilization of the institute plant for a larger number of people in the various service programs.

It goes even further. The institute acts as a regional center for the agricultural teachers and the homemaking teachers of the area. Group meetings, conferences, high-school vocational days, contests and instruction are held at the institute. Thus, not only the laymen find the opportunities for educational assistance, but the educators as well. All working toward the same goal—greater educational opportunities for the rural people—the result may be expected to be more valuable than were each group or agency to go its own way alone.

The benefits to the people of the area are those confined to the more or less local situations and to the proximity to the school. In general, the closer to the school the greater the services performed. This is as an area school operates. The institute is a type of area school in keeping with this thinking.

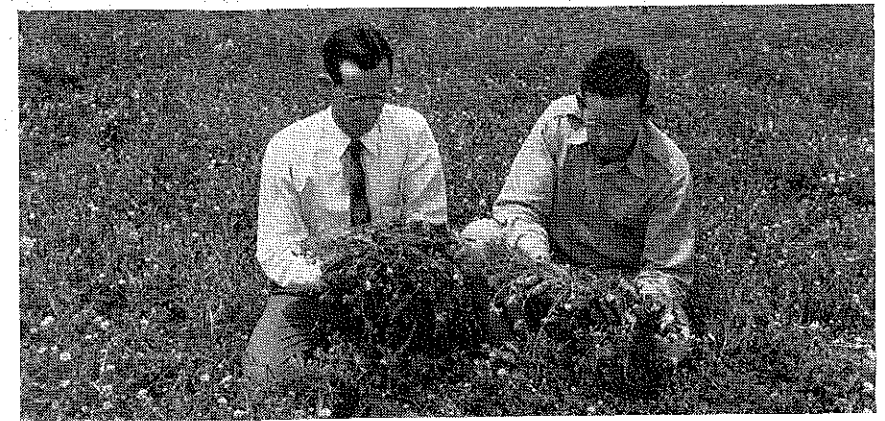
The institute idea, then, is an adaptation of the area school idea. Or, depending on the viewpoint, the other way around. It directs its efforts toward the offering of educational services to the people in its general locale. It provides a service not being provided elsewhere in the area and makes possible educational opportunities for those who otherwise would not have them.

Improving Pastures

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

J. E. HUTCHISON, teacher of vocational agriculture at Bay City, Texas, along with thousands of other teachers, has faced the difficulty of getting farm people to accept new ideas for improved practices.

Believing there is a more effective way than "telling," Hutchison tried the "showing method" and then enlisted people in the community to help spread his ideas in regard to improving pastures in Matagorda County. Carey Smith,



A thrifty stand of clover secured on one of the first plots planted in the pasture improvement project at Bay City, Texas. J. E. Hutchison, Jr. and a student observing the quality of feed

editor of the Matagorda County Tribune, speaks for the program in his column on the front page:

" . . . I went to a pasture north of town on Joe Birkner's land. Here I saw prairie land which had been fertilized with superphosphate and then planted to white Dutch clover. If what I say sounds foolish I am not surprised. Had I not seen it I would not have believed it either. What before was a piece of land that would not run a cow to four or five acres now is a piece of land that will carry three cows to the acre. I then went to a pasture west of the river owned by Mr. Krenk. Dividing the pasture is a barbed wire fence. On one side is a mowed, unimproved pasture. On the other side is a strip which has been phosphated and seeded to white clover. The clover pasture will carry two cows per acre while the other will carry one cow to five or six acres."

"If you doubt this story you have only to make the trip and see for yourself," Smith stated further.

In addition to the front page send-off, Editor Smith devoted a full page of his paper to the story along with six pictures of the pastures.

E. O. Taulbee, president of the Chamber of Commerce, saw immediately what this program could mean to the cattle industry in his county and sent 1,000 copies of the paper to farmers, ranchers, and others in his trade territory. Mr. Taulbee stated, "What I have seen of the pastures leads me to say that it is one of the most important movements ever instituted in Matagorda County. What could be better than building up our soil to build up our county?"

Another man whose help was enlisted in the development program was C. C. Willis, agricultural agent for the Gulf Coast Water Company. Mr. Willis believes a pasture improvement program will increase the production of rice in Matagorda County. His recommendation is that white clover be grown for three years followed by rice. He believes this rotation will increase the yield of rice three barrels per acre which at present prices on their 40,000 acres will increase the agricultural income of his county \$750,000.

A series of weekly articles was also run last year by Mr. Hutchison giving the most up-to-date recommendations for improving pastures.

What results might one expect from this sort of a publicity program? Some 2,700 acres will be seeded to white clover this fall, using the entire 4,000 pounds of

seed produced from the 50 acres grown this year.

By producing outstanding results and by taking community leaders to see the work, the job of informing the people (Continued on page 109)

Planning Programs

(Continued from page 103)

It is significant to know that 26 percent of the entire group was expected to profit most by local types of educational programs; 39 percent by retaining in non-degree types of institutions (including army training programs); 16 percent by attending degree-granting institutions; and the recommendations for the remaining 19 percent could not be made or did not apply to those who had completed their formal educational training.

It is likewise important to know that occupational classifications for re-employment were found to be somewhat in variance with occupational opportunities in or near the region. More were recommended for professional, semiprofessional, clerical and industrial types of jobs and positions than could be expected to be absorbed locally. On the other hand, fewer young men were recommended for farming, the related farm occupations and services, and small business enterprises than are needed in the region.

There are certain implications in these findings, which are related to local planning:

1. Approximately two-thirds of the group of returning veterans should profit most by local educational programs of less than college grade.

2. Local programs should be co-ordinated with programs in larger schools or non-degree institutions of the technical institute type, or plant training, to meet these needs.

3. Local teachers and leaders should be alert to the greatest job hunt in history and should try to discover local opportunities and be prepared to advise veterans and others who are indicating new interests in farming and the related occupations and services.

4. Veterans are manifesting their interests in broad problems of family, social and economic life. In the last analysis, local planning should be done thru a representative council composed of those who are working for the readjustment and re-establishment of groups into the best that communities can be made to offer.

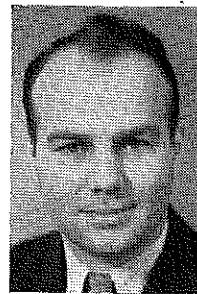
Methods of Teaching

G. P. DEYOE

Instruction in Forestry

ROBERT N. HOSKINS, Industrial Forester, Seaboard Air Line Railway

DURING the past 11 years, without fanfare or publicity, the Florida Forest Service has been holding a two-weeks forestry training camp for Future Farmers of America at the O'Leno Recreational Area on the historic Sante Fe River, located approximately six miles north of High Springs, Florida. William F. Jacobs, assistant state forester in charge of public relations, has directed the forestry training program for these boys for the past 10 years. An estimated 1,200 outstanding farm boys, selected by each instructor in vocational agriculture for his work in forestry, have attended the camp to date.



Robt. N. Hoskins

Included in the group of 125 F.F.A. boys who attended the camp this year were three out-of-state boys and one state winner from Florida whose presence was made possible as a result of a cooperative program designed by the industrial department of the Seaboard Air Line Railway. Recognizing the need for more forestry to be activated on the farm boys' property, a plan was worked out with the state forest services of Virginia, North Carolina, Georgia, and Florida; the departments of vocational agriculture of those states; the American Turpentine Farmers Association and the pulp mills along the eastern Seaboard.

This cooperative program included the recognition of the farm boy who had carried on the most outstanding forestry work, either a supplemental project or individual enterprise. Fifty dollar bonds were awarded each state winner and a trip furnished to Florida's unique camp. Certificates of merit were also presented to each state winner signed by all cooperating agencies. The boys chosen this year were Joe B. Carr of Blacksburg, Virginia; John L. Tart of Four Oaks, North Carolina, Robert Hames of Ringgold, Georgia, and D. N. Raulerson of Lake City, Florida.

Various phases of forestry were represented in the activities of each of the state winners. The Virginia boy marked and marketed 200 fence posts, sawed approximately four thousand board feet of saw timber, and prepared about two acres of land for future planting of black locust this coming spring. Joe Carr also had 13 additional enterprises in operation on his home farm. In North Carolina, Johnny Tart's forestry work included assisting in marking 40 acres of timber to be cut for saw timber and thinning five acres of his own farm woods, most of the products being utilized at home. The Georgia winner, Robert Hames, planted

6,000 loblolly pine and 1,000 black locust, cut approximately 500 fence posts, and pruned and thinned six acres of loblolly pine, again using the thinnings for home consumption. D. N. Raulerson of Lake City, Florida, had a gum farming operation working approximately 1,500 acres on some 60 acres. All of the chipping, dipping, and transporting of gum was handled by young Raulerson who cleared about \$1,000 from his naval stores operation the past year.

The Future Farmers of America is the largest farm boy organization in the world with an active membership of some 200,000 farm boys; approximately 36,000 are in the six Seaboard states. Florida had some 4,500 boys enrolled in the program in vocational agriculture which has 117 chapters in 50 of the 67 counties in the state. Each of the 117 chapters in the state is entitled to send one delegate to Camp O'Leno.

Instructors at the camp this year in forestry besides Assistant State Forester W. F. Jacobs, director, were Project Forester Lamar Hancock, District Forester Ben D. Harrell, Assistant State Forester R. U. Titus, County Forester Louis Peterson, Extension Foresters Douglas W. Decker and Claude A. McCully, Trammel Green, superintendent of state forest service nursery, and R. N. Hoskins, industrial forester, Seaboard Air Line Railway of Norfolk, Virginia. Those handling the Future Farmer Leadership Training each evening were J. F. Williams, Jr., state supervisor of vocational agriculture, Assistant Supervisors Travis Loftin and J. G. Smith.

Varied Program Provided

The boys' program is set up to handle first, second, and third-year campers. The third-year groups are mostly honorary campers and are in charge of K. P. Assistant State Forester Jacobs states that the programs carried on for the first year groups are changed every day with the second year boys attending classes for a three-day period before changing and taking up a new subject.

The educational trips taken by the first year boys away from camp include a visit to the Naval Stores Experiment Station, Olustee Experimental Forest, Osceola National Forest, Olustee Nursery, and a number of wood utilization plants in Gainesville, namely an excelsior plant, a sawmill, a wood treating plant, a box, basket and crate factory, and a chemical retort plant. Those subjects and activities handled at camp are the making of forestry tools, use of tools, tree identification, fire control, and the establishment of a seedbed. The second year program includes timber marking, timber cruising, telephone construction and maintenance, and logging.

After classes are completed each day,

a well-planned program of recreation is conducted by the combined staffs. Competition is keen between the forest groups comprised of four cabins and representing some 32 to 40 boys per forest. Volleyball, table tennis, horseshoe, shuffleboard, and diamond ball are the principal competitive sports. Swim periods are also held each afternoon for all boys.

Leadership Training for All

Leadership training each evening is another activity participated in by all campers which is ably handled by State Supervisor Williams and his staff. All the delegates are required to take notes on these night programs. The training gained may then be taken back to their respective chapters, thus improving this type of program in their home organization. Politics at the camp each year is also interesting. Future officers are elected the last night at camp.

O'Leno was selected for the permanent camp site because of its proximity to forestry enterprises and educational facilities at the University of Florida. The camp is approximately 22 miles from Lake City and 30 miles from Gainesville. Considerable historical significance is found in this area. Less than a half-mile downstream the Santa Fe River sinks underground for four miles before it surfaces again. This natural bridge was the focal point for all early travel in Florida. All Indian trails thru this part of the peninsula converged at the natural bridge. The old Spanish Trail from St. Augustine crossed it.

In the days when Florida was still a wilderness, a pioneer named Mike Whetstone brought friends from North Carolina to settle on the narrow bluffs for the settlement of Leno. The remnants of two dams on the river for water power for a gristmill and sawmill are still visible. Once this town had 600 inhabitants. The first Western Union office in Florida was established there, since the telegraph line followed the ridge road over the natural bridge. Railroads and highways, however, brought oblivion to the old town of Leno early in this century.

Today, this site is again pioneering and the farm youth of Florida and other states are receiving a type of training which will go far toward the development of outstanding leadership in all rural areas.

Wins With Essay on Author of F.F.A. Creed

Presenting a historical sketch on the life of Mr. E. M. Tiffany, author of The F.F.A. Creed and of The Song of The Future Farmers, Malcolm Hobbs, a Green Hand member of the Lyndon, Kansas, chapter, won a chapter essay contest sponsored by their adviser, Mr. H. R. Pollock. Lyndon, Kansas, is the boyhood home of Mr. Tiffany. The state office congratulated Malcolm Hobbs for doing an interesting and constructive piece of F.F.A. writing.

Canning Centers After the War?

C. B. BARCLAY, Area Supervisor, Commerce, Texas

THE question, "Will our canning centers continue to operate after the war?" is being asked day after day by farmers, merchants, and professional men and women in northeast Texas, and, no doubt, in many other localities. Interest in the operation of our local canning centers has overshadowed the interests in all other projects thus far considered and tried. No one doubts the fundamental soundness of the program and everyone realizes the paramount need of it. Thru this medium food that would have otherwise gone to waste has been processed and conserved for human consumption. Millions of cans of fruit, meats, and vegetables have been processed in our local centers to supply the needs of local families, and much of it has been sent to our boys on the fighting fronts of foreign battlefields.

Every can processed locally means another can spared from the commercial pack to be sent overseas to our soldiers and allies.

Everyone realizes that good, wholesome, appetizing food is a morale builder. No one has sacrificed an opportunity to see to it that our boys at the fronts are adequately supplied. Bankers, doctors, merchants, ministers, and in fact, men and women from nearly every walk of life have for the past four or five years been conserving thousands of cans of food, men and women who never before did such. The response has been unbelievable and gratifying. In Texas alone, millions of cans have been processed and saved thru the use of our local canning centers.

It is the consensus of opinion among the many thousands who have availed themselves of this service that the program should, by all means, be continued after the war is over.

Even tho the program is four or five years old, it is still in its infancy. In fact, it has barely passed thru the embryonic stage. It is an infant that should be fed, nursed, and promoted. Its potential possibilities are great, bounded only by the amount of fruit, meat, and vegetables produced and the facilities made available for their conservation.

Since the inception of this program it has made incredible growth and if properly sponsored will eventually grow into an enormous enterprise, the fruits of which will destroy hunger and restore to an undernourished, restless, and recalcitrant people cheerfulness, happiness, and confidence.

No person, no state, and no nation can maintain its morale and be itself unless adequately supplied with wholesome nourishing food. By virtue of the importance of this program it should by all means be continued by our departments of vocational agriculture even tho the war is over and peace is established. It shall be our duty and our responsibility for many years now that hostilities have ceased to supply food to the starving thousands of Europeans, both to our allies and to the needy of the conquered countries.

Our Federal Government chose to place this responsibility of the operation of the Food Production War Training

Comprehensive Adult Programs

WM. H. GREGORY, Teacher, Sonestown, Pennsylvania

DURING the winter of 1940-41, Davidson Township Schools at Sonestown, Pennsylvania began offering vocational training to out-of-school students. The program offered at that time was given with only a short look into the future. Six courses were offered—three in auto mechanics, two in general metal work and one in general electricity. The teacher of agriculture personally interviewed 117 young men at their homes in a 25-hour period. Of those contacted, over 80 were enrolled in three courses within three weeks. In that first program the biggest job for the vocational teacher was to get the lay instructors to try to organize their instruction; to slow down; to demonstrate more, and to give more encouragement to the students. This was particularly true of the teacher of auto mechanics. However, in a four-weeks period he came to the point where he actually began to teach and to like it. Today he boasts of his former students who are now in motor pools in Australia, England, and other distant lands.

Thru those early courses we gained much—possibly the greatest was the equipment—but the early experiences with organization of courses and adult reactions have been valuable. So much for that early program. It was organized in a hurry to do a quick job of skill-training.

The present program of adult education has evolved promises to be more permanent. Our program of farm machinery repair started in 1943. The promotion of the course was easy—a few personal calls to influential men, a few postal cards, and a few simple jobs for the first meeting. Within a short time the enrollment reached 60 and has grown steadily. Teaching was easy as four blacksmiths were enrolled, each eager to show his own knacks and tricks of the trade—the instructor really used those four men. The teacher of agriculture, in addition to preparing the reports, arranged for new jobs to be brought into the shop, called to the attention of other farmers the fact that they too might have a similar repair or construction job at home. The old rule of "Monkey See, Monkey Do" seemed to work.

If we spliced one rope one week, we were sure to have three or four the follow-

program upon the shoulders of vocational agriculture. The responsibility was accepted with alacrity and a splendid job has been done thus far. A program so well begun and so useful and deserving should not be permitted to die.

The public is going to insist and demand that this program be continued. We should therefore begin to evolve plans whereby it may be carried on. A program of this nature and scope is too important to be passed over lightly. Careful consideration should be given it and plans should be made in some way to perpetuate it at least until we have safely passed thru the period of reconversion. Food is going to be scarce for several years and our enemies as well as our allies must be fed if we expect democracy to live, grow, and thrive.

ing week. We found that an occasional short movie or filmstrip added variation to the meetings. We endeavored to teach something new every time the class met.

The organization of a community cannery was a different type of problem. In December of 1944 the School Board approved starting a course in the production, conservation and processing of food for family use. They, with the advice of the teachers of agriculture and home economics, asked nine persons representing nine different areas to serve as an advisory committee for this particular phase of the program. It took three meetings to get the advisory committee sold on the program and to get them to the place where they understood what we hoped to accomplish. After they fully understood it they were ready to give full cooperation. The advisory committee's jobs were (1) to recruit enrollment—each member was sure he could bring two families to the first class meeting; (2) to recommend good instructors—we secured some good cheese makers, buttermakers, and an excellent butcher thru these recommendations; and (3) to help with the organization of a community cannery. The committee worked well.

In the summer of '44 we saw that we were outgrowing our original equipment. By the '45 canning season we shall have installed and have ready for use a 10 hp steam boiler. We shall have retorts enough to give the cannery a capacity of 700 to 1,000 quarts per day. We shall be equipped with blanching vats, exhaust vats, cooling vats, electric and hand sealers, pots, pans, knives, a dehydrator, and other equipment.

The big production job will be to get the enrollees to produce their fruit and vegetables in such quantity as will make the use of this equipment efficient. We are headed in that direction. We think we are growing toward a permanent program in adult education for the farm and rural family.

Improving Pastures

(Continued from page 107)

has become the responsibility of a large group rather than that of Mr. Hutchison alone.

Teachers of vocational agriculture should not expect to get support equal to that given Hutchison unless they are working on problems of broad economic importance. Many of our projects are of such a nature that they do not merit a "push" comparable to that given Mr. Hutchison's work by his leading citizens.

In Texas another method of informing the public about the grasses and clovers to be used in a particular community is now being used quite extensively. Schools are setting up grass and clover observation nursery plots with one or more of the all-day classes in charge. All of the grasses and clovers that might be promising in a community are being used, both individually and in mixtures.

A large sign calls attention to the project which is usually on a highway, while smaller signs are used on each of the plots, giving the name of the plant or plants used. Tho this particular movement is in its infancy, it is expected to yield much greater returns in the future than the "telling method" has in the past.

Shall There Be a State Y.F.A. Organization?

"No-O-O-O," says

JOHN H. LEONARD, Teacher,
Van Wert, Ohio



J. H. Leonard

THE Young Farmers Association is a relatively old organization in Ohio and a pioneer in the field of adult education. The first Y.F.A. in Ohio was organized in 1922 at Hamilton Township High School, Franklin County. The number of associations organized on a similar basis increased steadily until the start of World War II.

Much of the progress of this organization can be credited to its leaders and to the close relationship between the purposes of the associations and the needs of the young men whom it serves or its members. The question then is, what are the purposes of this organization? Some of the purposes as set forth by various associations in Ohio are:

1. To develop character and leadership among rural young people.
2. To improve farm conditions by studying the latest and most successful farming practices.
3. To provide further education by the use of picture films, trips, and other visual aids.
4. To cooperate with other agricultural and civic organizations.
5. To help establish young men in farming.
6. To provide and improve recreational and social life of the young men.
7. To bring about a greater appreciation of the opportunities in farming and a love for country life.
8. To provide young men an organization in which he can take part and feel that he is equal to others who are its members.

We can expect a state organization to have similar purposes. A president of a state Y.F.A. once stated that they expected their association to aid their members in becoming established in farming. This purpose can be taken two ways; one to help locate available farms and the other to offer instructional courses. I do not believe the first one would work on a state level, as most boys living in Van Wert community want to locate here or at least in the county. This can be done better on a local level. The second meaning of this particular purpose must of necessity be done in the local school and needs no state organization.

We could take any of the other proposed purposes and show how they can be done better on a local level, or, that other organizations are already furnishing such services as demanded by the local association. Many of the Y.F.A. members become members of other farm organizations, as the Farm Bureau and the Grange. In too many cases an outstanding leader carries the burden of

"Yes, Why Go It Alone," says

RALPH J. WOODIN, Teacher,
Hilliard, Ohio



Ralph J. Woodin

THERE seems to be a trend toward more organization in all phases of everyday life. The farmer, the businessman, the teacher, and the preacher, to name a few, have all organized and into many organizations. The history of most of them is that of local groups which have united after several years of effort. The telephone directory of any state capital contains plenty of evidence of the large number and wide variety of state-wide organizations. The reason for state-wide organizations of these groups lies in the greater opportunity for group action.

Improving the local Young Farmers Association and, thru it, enriching the lives of its members, should be the only real reason for a state-wide Young Farmers Association. Whether a state-wide organization would be advantageous would depend to a great extent upon the type of activities in which it engaged and their effort upon local programs and local members.

Many of the aims and purposes of the Future Farmers of America are similar to those of the Young Farmers Association. The first aim of the F.F.A. is stated: "To develop competent, aggressive, rural and agricultural leadership." The Young Farmers Association can further develop this type of leadership. The high-school graduate needs still further experience. An examination of the program of the Future Farmers should show some activities suited to Y.F.A. work.

improving or even maintaining the present advancement of more than one organization. It seems we can easily become over-organized and lose our effectiveness.

In Ohio two very fine state-wide Y.F.A. conferences have been held in Columbus. Each local Y.F.A. was permitted to send two or more delegates to the conference. The program was so constructed to aid the delegates in solving some of their problems and to receive ideas from other associations. I believe such a conference is very valuable from the standpoint of the local association and should be continued. However, it is not necessary to have a state Y.F.A. to arrange for such a conference and be inactive the rest of the year. In brief, the needs of a Young Farmers Association can be met on the local level. No state association is needed.

The Future Farmers of America began as local "Agricultural Clubs." The Official Manual states "as these local clubs in vocational agriculture grew in number, their successes and failures formed a pattern of experience by means of which, efforts toward group action became more successful. Naturally the idea of banding together local groups of students of vocational agriculture into a larger organization grew in the minds of progressive leaders in the field of vocational agriculture. Instead of each local group functioning by itself, why not have some actual contact and definite ties between them?" These words seem appropriate in discussing the status quo of the Young Farmers Association and the need for state-wide organization.

An examination of the activities of the Ohio Association of Future Farmers of America shows several means by which local chapters and their members benefit thru participation in these activities. A state program of work is planned by the executive committee each year. Since executive committee members are representatives of many local chapters, the result is a program which incorporates desirable features of many local programs. Being set up by F.F.A. members, it is planned from a boy's, rather than an adult's point of view. Copies of this program of work are sent to each local chapter for use in building local programs for the year. Such a procedure results in larger and better balanced programs in the average local chapter.

The local Young Farmers Association receives no such help in setting up its program. While some suggestions for annual programs are given by supervisors and teacher-trainers, these may not necessarily represent the type of program which Young Farmers themselves want.

Ohio Future Farmers who are elected to state offices receive valuable leadership training. Conducting their own state meetings, setting up the state program of work, speaking at local Future Farmer banquets, and running state Future Farmer activities is an experience which cannot be provided except thru a state organization. Young Farmers need this same type of leadership experience which they do not receive in the absence of a state organization.

One of the values of membership in a worthwhile organization is the self-confidence which comes from knowing that you are one of a large group who are working toward common and socially-desirable objectives. The Future Farmers of America state as one of the purposes of their organization "To strengthen the confidence of farm boys and young men in themselves and their work." The Ohio Association helps to do this thru its state convention, its monthly publication, "The Ohio Future Farmer," its public relations program thru the press and radio, its use of ceremonies and degree advancement. In all too many cases, the former Future Farmer member loses much of his self-confidence when, upon

(Continued on page 117)

SHOULD young farm people, especially young farm couples, meet to discuss their common problems? The answer is definitely, "yes." The opportunity for teachers of agriculture to deal with common problems of rural young men and women has been recognized for some time. Judging by reports in the *Agricultural Education Magazine*, several states are conducting similar programs, but none has been reported in which the program was developed for men and women together, as ours was. A review follows.

A Key Committee Helps

The state supervisors of agriculture and of home economics discussed with the teachers of agriculture and homemaking at Middlebury High School, the possibilities of initiating a program of this type. It was decided that a list of names of young farm couples be prepared and notices sent out to key persons for a meeting to determine what could or should be done. These key people were considered as an advisory committee of young farm people. Personal visits were made to each. They were told the purposes of having joint meetings and were invited to the committee meeting.

The committee meeting resulted in the preparation of a tentative program, including two meetings a month with discussion, recreation and refreshments, and the drafting of a tentative constitution and bylaws.

The first meeting opened with 22 in attendance. The topic of rural family health was considered, and the county nurse was present to advise with special problems. The period for recreation was spent in playing games and refreshments were served.

The enrollment finally reached 36, consisting of 16 couples and four single young men. It was thought at first that the group should be named the "Young Farm Couples Group," but the majority of the group agreed that single young people should be invited to join.

Common Problems Featured

All of the meetings were held jointly. Even one on home improvement or "interior decorating" apparently was accepted by the men, for they wanted to know just why they had to paint and paper certain rooms certain colors. Also, just why their favorite armchair was put at a certain place in the room instead of where they wanted it! It was the idea of the "brass hats" that some meetings should be held where the men could discuss questions related to farming and the women go to the homemaking rooms and consider specific problems of the home, but it did not work out that way. Perhaps a few separate meetings would be worth while. However, the purposes accepted by this group seemed to be largely to serve interests common to both men and women; thus, the majority of the problems selected were vital to both sexes.

No complete outline or description of the program will be presented, but brief

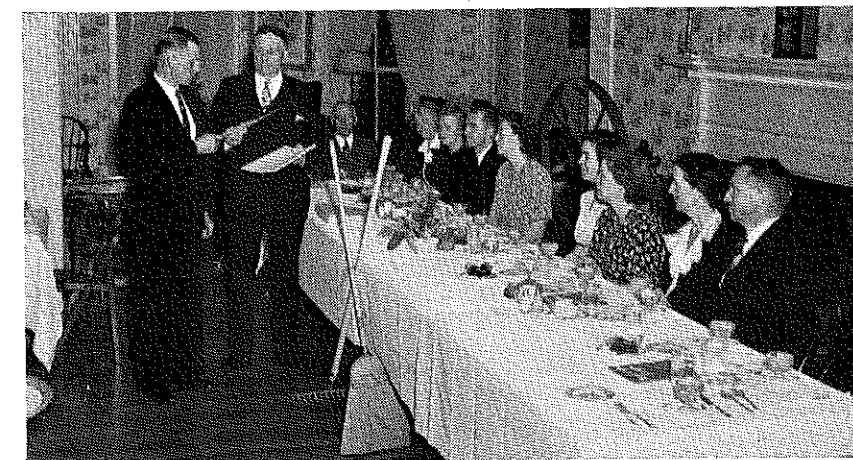
notes on one or two of the problems may be of value.

At the first meeting, in the month of March, the problem for discussion was "Legal Affairs of the Farm Family." A lawyer was inveigled into giving some free advice on special questions. The matter of deeds was brought up. Warranty and quit claim deeds were explained. Title search, the posting of land and small rivers, rights of way, and fencing problems were considered. The lawyer stated that the best type of notice to use in posting land and brooks was one he noticed on a farmer's land near by which read like this, "Fish, Hunt, and Be Damned. You Won't Catch Anything." This farmer had very little trouble with trespassing on his premises. At another meeting the problem selected was, "Shall we buy new equipment for the home or the farm?" This topic resulted in a regular debate. The men giving facts in favor of improving farm equipment and the women spoke for home equipment. The important compromise reached was that the purchases should be decided upon jointly, according to returns in saving of labor, better living, and increasing income.

The program as set up at Middlebury was centered around the idea of successful farm family living. The group voted to end the first series of meetings for the summer and resume next fall. A committee was appointed to meet in September to make plans for another series of meetings next year.

The last meeting of the group in June was a banquet served at Middlebury Inn. Guests were the principal, the superintendent, and the chairman of the school board. A "Certificate of Attainment" was given to each member completing the course in "Farm Family Living, Series I." Next year it will be "Farm Family Living, Series II." This can continue for any number of years.

It is planned to enlarge this group and include returning veterans, single or married, to discuss common problems of the future in farm family living.



Superintendent Truman Butterfield is giving a certificate to Ben Foster, Chairman of the young peoples' group. The rake represents the farmer, and the broom the homemaker. Left to right, seated: Principal A. D. Seaver, Mrs. Seaver, Mrs. Young, R. A. Young, Instructor in Agriculture, Miss Easton, Instructor in Home Economics, Mrs. Ben Foster, Mrs. Butterfield, Mrs. Slocum, and Dr. H. I. Slocum, Chairman of the School Board, Middlebury, Vermont

ALL-DAY students in vocational agriculture can render an invaluable service to local farmers.

The boys of the department of vocational agriculture at Belleville, Wisconsin, have done much toward developing the interest of farmers in the department of vocational agriculture and in farmer classes.

The biggest service that has been rendered is that of castrating hogs and docking and castrating sheep in the high-school patronage area. The boys are taught the proper methods of doing these jobs. Under the supervision of their instructor they are shown proper methods of sanitation when performing these tasks. The boys then go out to the farms in the community, castrate the hogs, talk to the farmers about approved practices in hog raising, and then tell them that instruction in these practices is being offered at the local high school.

During the past year the boys have, in addition to castrating hogs and sheep, tested over 3,000 samples of soil for farmers in the community, culled a large number of poultry flocks, tested seed, tested a large number of dairy herds, and kept the farmers informed about purebred stock offered for sale. In all cases when the boys contact these farmers they discuss approved practices with them concerning the particular job they are doing and then invite them into the evening classes.

In the past two years the following courses for farmers have been offered: Milk Production, Soil and Water Conservation and Land Use, Pork Production, Poultry Production, and Diseases of Livestock.

At the recent national convention of Rural Youth, American Country Life Association, held at Jackson's Mill, West Virginia, there were 285 delegates from 57 young peoples organizations in 19 states, but not a single Young Farmers Association was represented. This should be changed next year.

Farm Mechanics

R. W. CLINE

What Have We Learned About Farm Mechanics?

LESTER B. POLLOM, Supervisor, Topeka, Kansas

WAR is devastating—a wanton waste of human life and material resources of nations. It destroys the economic structure of the nations involved and many not involved. It brings distress and misery to millions. Nevertheless, some good can be salvaged from experiences gained in war. Indeed, we would be derelict if we failed to salvage the good, infinitesimal as it may seem when compared to the bad. Surely vocational education in agriculture can salvage some good from its wartime experiences.

The Food Production War Training program, especially the farm machinery repair phase, which reached thousands of farmers, should have, and doubtless has, improved our concept of the content of the farm mechanics courses in vocational agriculture. While it dealt largely with the mechanical problems of adult farmers, could there be more reliable criteria as to the mechanical problems of the farm to guide the trend of farm mechanics courses of the future in high-school and young-farmer classes?

Objectives

It is not the purpose of this discussion to hazard a statement of objectives of farm mechanics as it applies to high-school boys urgently needed as they may be. Rather, it is hoped the questions raised may stimulate thought in that direction.

Can something acceptable as culture be derived from a course in farm mechanics? It seems the habit has been formed in the field of education of drawing a distinct line between so-called cultural courses and practical courses. The inference seems to be that if an educational experience carries a practical value, it cannot possibly at the same time embody a cultural value. When the word culture is defined, we usually hear such phrases as "appreciation of art, literature, music, beauty, etc." There is no quarrel with such definitions, but would one seem presumptuous in asking if appreciation of good craftsmanship could not also be considered a mark of culture?

Is there any way in which one can gain such appreciations more readily than by participating in crafts? What farm boy is not proud of a well built and neatly painted piece of equipment which is the product of his own skill? What farm boy would not derive satisfaction and pride



Lester B. Pollom

from a well repaired, useful, and neatly painted piece of farm machinery which he had salvaged from the discard and thru his own skill and planning had placed in operation again.

When objectives of farm mechanics are discussed, one often hears reference to "preparing farm boys to meet the ordinary mechanical problems of the farm," or "to enable farm boys to select and operate farm equipment more efficiently." A course in farm mechanics worthy of the name should, of course, cover aims be more fundamental, more deep-seated, and perhaps more specific?

It is a matter of common knowledge that the last two decades have brought about a mechanization of agriculture never before approached. Power equipment, both power-drawn and power-driven, has come in amazing quantities. It is not uncommon in highly mechanized farming areas to find the investment in machinery and equipment approaching the investment in the land operated.

Ownership

It can hardly be said a young man is prepared to farm until he owns the minimum of farm machinery and equipment necessary for the operation of a farm. Few landowners, if any, will rent land to him until he does. In approximately eight cases out of 10 the farm boy must accumulate such machinery and equipment thru his own efforts.

If he is obliged to purchase new, the cost may be so great that he may never become established in farming. Or, because of such purchases, he may find himself so deeply in debt his chances of success are minimized. We perhaps need not be greatly concerned about young men who go into permanent partnership with their fathers, so far as the acquisition of machinery is concerned. But they comprise a relatively small percent.

The FPWT program has taught thousands of farmers and teachers of vocational agriculture that farm machinery, which in ordinary times would be considered ready for the discard, can with a moderate amount of skill and mechanical judgment be reconditioned for years of additional service at a minor fraction of the cost of new machinery. This should be an extremely important matter to the young man who must accumulate machinery for his own start in farming. Feed and cash crops and foundation herds of livestock can be grown from the soil with moderate initial investment but not so with farm machinery and equipment. With the exception of land, it usually represents by far the largest initial investment of the young farmer, the item most likely to plunge him into unbearable debt.

It would seem that farm mechanics should prepare the farm boy to select and repair used machinery, and to operate it with the highest degree of efficiency. It should enable him to solve one of his most difficult problems.

Determining Content

In determining the content of high-school work in farm mechanics, is there a more reliable guide than making it meet and solve the mechanical problems arising on the home farms of the boys during the four years in high school? By spreading the training over a four-year period, one is more likely to encounter a wider range of common problems in mechanics than if the work is confined to a single year. Proficiency in such skills requires repetition that would hardly be possible in one year. In view of this, would it not seem highly desirable that the high-school course grow out of the needs of the home farm over the four years?

Motivation

A boy building a wagon box or repairing a mower because it is needed at home, is much more highly motivated than if he is doing some job involving the same skills as a teacher's requirement. Does not one progress much more rapidly when there is incentive back of his effort? Of course, it is the duty of the teacher to guide the boy to the end that he will not undertake jobs "over his head." The teacher should also make sure proper balance between the various types of work is maintained.

It is hardly to be expected that farm boys will have the urge to accumulate machinery of their own while yet in high school. At least not until the senior year. The urge to acquire equipment of their own usually does not appear until high school is finished and young men become seriously concerned with meeting the problem of becoming established in farming.

If the course in high school has measured up, the out-of-school young farmer with access to the school shop thru young farmer classes should be in a position to accumulate the machinery needed for operating a farm at the lowest possible cost. This would permit him to invest a greater portion of his limited capital in livestock, good seed, and for operating capital. This is the source of his profit. He is more keenly aware of his need of farm machinery. He is more conscious of the dangers of burdensome debt, as well as the dangers of attempting to operate a farm with too little operating capital. He is in a position to make the most of the training and experience received in high-school courses in farm mechanics.

Those who enter neither farming nor the trades will find much of their mechanical training useful in a typical American home which is already highly mechanized and constantly becoming more so.

Training Teachers to Do Farm and Shop Jobs

L. R. HUMPHERYS, Professor of Agricultural Education, State Agricultural College, Logan, Utah

MODERN agriculture today presents a very complex structure. It affects directly the labor and living of nearly one-fourth of our population. It influences very substantially the whole social and financial life of our nation. The most outstanding characteristic of farming is *change*. To follow farming as a vocation is a challenge. To become established in farming, a farmer must have help. To be a successful farmer is an accomplishment of the highest order. The school, by virtue of its charter, is the center of learning for the farmers. The teacher of agriculture becomes a servant of the farmer and the rural community. Not the least of this service is giving specific help in farm and shop skills. Training teachers to do farm and shop skills, therefore, becomes one of the major activities in any training program.



L. R. Humpherys

the farmers new skills. Possibly this procedure can be justified in the light of an emergency. But looking at it from another angle we have taught the farmer bad habits. He expects the services of an OSYA instructor without any cost or obligation on his part.

In effect, the farmer has been trained to expect repair service from the teacher of vocational agriculture or a special instructor. Much of this service has been individual without due regard to enrollment. The farmer in the years ahead will expect repair service from the teacher, and will not be concerned so much with the learning of new skills for the purpose of doing his own repair work on his own power. The teacher's job is to teach, not to be a community trouble shooter. Furthermore, farmers and young farmers have no business continually hanging around the school shops unless they are registered for systematic organized instruction under supervision. We cannot rest our case on this type of situation. The local mechanic has a just complaint to make and we are off the reservation in doing this kind of extension work.

The industry of agriculture is following along the same line of development as other industries in the country. Electric power has become available to a much greater extent on farms thru the extension of transmission lines. Farming is moving very rapidly into a state of mechanization. The postwar period will witness the greatest development in the use of power equipment than we have ever had in this country. New and better equipment will be available for farmers. Like the automobile industry of a decade ago, the tractor will be much more efficient as a unit of power and more benefit will be realized than in any previous period. The implement manufacturer is giving more consideration to the service aspect of his business. He has begun to realize that unless the farm equipment is well designed and well serviced, he cannot expect to have a heavy sales record. While the average farm is becoming more mechanized, the manufacturer and the dealer are taking steps to provide a repair service which will be a money saver to the farmers. These conditions justify the conclusion that we have a new order in the making in agriculture. The teacher of vocational agriculture must have more training in the skills.

New Emphasis in Training Teachers of Agriculture

The teacher of vocational agriculture should have a program of instruction for all-day students, young farmers, and adult farmers. With such an extensive program he has reached the point where it is necessary for him to be a teacher, a supervisor, and a teacher-trainer. As a teacher he must have a vision of an acceptable program in farm skills, possess the abilities and skills necessary to offer leadership in teaching farm skills. As a teacher-trainer he must train leaders in the Future Farmer, young farmers, and adult farmer groups. As a supervisor he must have the ability to promote, or

guide a vocational program in the community. This means an enlargement and an extension of the responsibilities of the teacher of agriculture. He must be a superman, some of you will say. How can we avoid this position?

This means that the training of a satisfactory teacher of agriculture cannot be crowded into a four-year program. You may say, add a fifth year. Some states meet the problem by adding a fifth year. In other states a reaction is setting in against a five-year training program. Personally, I am of the opinion that the teacher at the end of his four years should go to work. He should start his career as a teacher of vocational agriculture and become acquainted with the areas in which he needs help to meet the problems of his district. An in-service training program will need to be set up to take care of his needs. More specific help must be given to teachers after they have begun the job. It is a hopeless job to attempt to train a man in college to meet all the requirements of a teacher of vocational agriculture. In our program, as in industry, much of the training must be done after the man arrives on the job. Such training will be given in terms of specific needs. The teacher of agriculture is no different from the dentist, the doctor, the lawyer, or the foreman of a shop. The dentist attends a clinic for the purpose of receiving help: new techniques, new information, and new available service. The lawyer attends a conference with his associates for new interpretations of law to meet new social or economic conditions. The foreman meets with his associates to become acquainted with new equipment, new methods of servicing and a changed organization. In like manner, with the growing mechanization of the farm, the teacher of vocational agriculture must give more emphasis to the real teaching of skills. To meet this requirement, he must have more extensive training in this field. I desire to make a few specific suggestions to improve the situation.

Suggestions for Training Teachers in Farm and Shop Skills

Pre-Service Period

1. Revise the curriculum for the training of teachers of vocational agriculture with an emphasis to meet the present needs.
2. Among other changes, cut down the emphasis on the agricultural engineering aspect and increase the emphasis on practical farm and shop skills.
3. Increase the total number of quarters in farm mechanics by the elimination of dead wood and nonessentials in course work in the curriculum.
4. Take a thorough inventory of the skills possessed by prospective teachers and plan to make up deficiencies thru credit courses and non-credit activities.
5. Give more emphasis in cadet training to the acquiring of both farm and shop skills.
6. Encourage all trainees to secure farm experience for one or more summers during the college training period.

In-Service Period

1. Thru the teacher-training department, provide more teacher help to include:

Studies and Investigations

E. B. KNIGHT

The Education of "Dirt" Farmers

J. A. STARRAK, Teacher Education, Iowa State College, Ames, Iowa



J. A. Starrak

THE primary purpose of the investigation reported in this paper* was to obtain an evaluation of current programs of agricultural instruction in the high schools and colleges of Iowa, especially those programs intended for actual farm operators. A secondary purpose was to obtain suggestions for the improvement of these programs.

The general technique employed was to secure the considered judgments of a group of successful farmers of the state on current programs of agricultural instruction. This technique was based upon the assumption that eminently successful workers in any occupation are well qualified to give reliable and valid judgments on the amount and character of the preparation required for effective participation in it.

The list of "eminently successful" farmers was obtained by requesting the county extension directors, the instructors of vocational agriculture, and the bankers in 50 Iowa counties selected at random, to submit a list of at least 10 of the best farmers in their respective clienteles. Four criteria for identifying the best farmers were suggested: (1) Successful application of approved production practices, (2) efficient management of the farm business, (3) participation in worthy activities, and, (4) satisfaction and happiness in farming and in rural life. This request resulted in a list of 750 individual farmers.

A letter was sent to each farmer in this list of 750, informing him of the nature of the assistance we wished, warning him that it would require considerable thought and effort on his part, and impressing him with the necessity of giving the matter his very best judgment. Carefully prepared schedules were mailed to those who indicated their willingness to cooperate. Two hundred forty-three (243) usable schedules had been received from the respondents when the computation of the findings was made.

Significant Data on Farmer Respondents

Because the respect or weight which is accorded the judgments made by any individual is conditioned in large part by what is known about him, it was thought expedient to obtain certain information relative to the educational and occupational status of the farmers who coop-

* Those wishing a more extended account of this investigation may obtain Bulletin P 74 (June 1945) "Current School and College Education in Agriculture for Iowa Farmers," Agricultural Experiment Station, Iowa State College.

erated in this investigation. The group was found to possess the following significant characteristics:

1. Age: Mean, 43.3 years; Q1, 33.9; Q3, 50.6.

2. Tenure status: Owners, 72 percent; renters, 24 percent; others, 4 percent (Approximately 50 percent of Iowa farms are operated by tenants.)

3. Size of farms: Mean, 251.2 acres (50 percent above the mean for state); range, 20 to 1,100 acres

4. Type of farming: General, 47.7 percent; general plus livestock and dairy, 27 percent; combinations of livestock, dairy, and grain, 20 percent; dairy farming, 8 percent. (This distribution is quite typical of Iowa agriculture.)

5. Farming experience: Hired man, 51 percent; renter, 36.2 percent; owner, 60.4 percent; and partner, 29.6 percent.

6. Education: General; Mean years of school, 12.26; elementary grades only, 17.4 percent; high school, 38.4 percent (graduation 23.5 percent); college, 44.2 percent (graduation 17.8 percent). The mean number of years of schooling reported (12.26) is from three to four years greater than the mean recently reported for Iowa farmers. Education in Agriculture: General agriculture in high school, 16 percent; vocational agriculture, 4.5 percent; adult farmers' classes 12.7 percent; part-time classes, 2.5 percent; college instruction in agriculture, 39.9 percent.

7. Membership in farm organization: Farm Bureau, 93 percent; Farmers' Union, 4.9 percent; Grange, 1.2 percent; Cooperatives, 43.6 percent.

These data clearly established the superior economic, occupational, and educational status of the farmers who participated in this investigation.

Opinions on Education

The farmers were requested to give their reactions to certain specific questions designed to reveal their opinions on the following topics: 1. The amount of education needed by farm operators in order that they might be truly successful, 2. The quality of educational programs now available to farmers, 3. The objectives which education in agriculture should attempt to achieve, and 4. The new curriculum in farm operations recently introduced in the Division of Agriculture, Iowa State College.

Because of space limitations, only brief summaries of farmers' judgments on the questions submitted can be presented here.

Amount of Education Needed by Farmers

The total amount of education thought to be necessary for farm operators is presented in Table I.

TABLE I. Total Amount of Education Needed by Farmers

Extent of education	Farmers reporting for each grade level	
	Number	Percentage
Grades	VIII	1 0.4
	IX	0 0.0
	X	4 1.6
	XI	0 0.0
	XII	41 16.9
College	3 mo.	1 0.4
	6 mo.	6 2.4
	1 yr.	29 11.9
	2 yrs.	120 49.5
	3 yrs.	1 0.4
4 yrs.	40 16.5	
Total	243	100.0

It is significant that the extent of formal education believed by these successful farmers to be necessary is several years above the current educational level of the farmers of the state, and a mean of 1.85 years above that possessed by the farmers in our sample.

It is interesting to compare the amount of education thought desirable with the educational status of the farmers reporting. Sixty-five percent recommended a higher level of education that they themselves enjoyed, slightly over 19 percent recommended the same amount as they had, and 15.6 percent believed that less than they possessed would be sufficient. Of this last group, 94 percent had attended college for at least one year, 70 percent for four or more years. Of the group of individuals recommending the same amount as they themselves had had, 43 percent had four years of college education, 38 percent had two years, while the remainder were high-school graduates only. With few exceptions those with the smaller amounts of schooling recommended the greater increases.

Fifty-nine, or 24 percent, believe that sufficient education in agriculture may be obtained in high school. Eleven of these believe a mean of 2.4 years of non-vocational agriculture in high school is sufficient, while 21 recommend a mean of 3.1 years of the vocational type of instruction. Twenty-seven, or 11 percent, believe that a farmer needs a mean of two years of nonvocational agriculture, plus one to four years of vocational instruction, all on the high-school level.

Seventeen, or 7 percent, are of the opinion that all instruction in agriculture should be restricted to the college level. Nine of these would restrict it to regular degree courses in agriculture while eight believed it should be on the non-degree level.

Sixty-nine percent recommend a great variety of combinations of high school and college instruction in agriculture. Seventeen percent believe that at least three years of high-school agriculture, preferably on the vocational basis, fol-

lowed by two years of collegiate instruction would be all right. Sixteen percent placed the optimum at four years of college instruction plus varying amounts of high-school agriculture.

The majority of the farmers were of the opinion that one should not consider his education in agriculture completed with even the maximum amount of regular college and high-school instruction suggested and recommended attendance at part-time classes, adult farmer schools, and college short courses.

Appraisal of Current Programs in General Education

In obtaining the farmers' opinions on current educational programs a list of commonly expressed criticisms was submitted with the request that they indicate the extent to which they believed them to be true. They were requested to differentiate between general and agricultural, and between high-school and college instruction. We shall report in this paper only on the high-school programs in agriculture. The farmers' judgments are summarized in Table II, which seems worthy of close study by cadets in agricultural education.

TABLE II. Farmers' Appraisal of Current High-School Programs in Agriculture

Criticism	Percentages believing criticism to be true of			
	General agriculture	Vocational agriculture	Part-time classes	Adult evening classes
1. Courses too bookish	56.6	18.1	26.7	10.7
2. Courses not closely related to local problems	61.9	29.1	35.4	19.5
3. Teachers not well informed on agricultural work	56.9	29.3	35.7	22.1
4. Not enough practical application of knowledge	73.7	53.8	52.8	37.7
5. Program too narrow	43.6	27.2	35.7	22.0
6. Costs too much	11.2	6.0	10.4	5.9
7. Lack of equipment	78.0	59.7	67.8	47.8
8. Teachers do not have confidence of farmers	68.7	47.1	47.8	42.6
9. Emphasis not on important matters	44.9	20.6	23.3	20.7
10. Too much emphasis on judging livestock	12.0	13.9	14.3	9.8
11. Too much emphasis on judging grains	12.7	10.0	10.3	7.4
12. Too little emphasis on farm management	80.0	77.3	76.0	73.3
13. Too little emphasis upon business end of farming	84.0	83.8	82.2	79.2
14. Too little emphasis on national and international problems of agriculture	71.8	70.9	65.9	64.5
15. Many things are taught which boys could learn at home	43.5	38.9	30.9	31.1
16. Leadership ability not developed	61.8	58.9	56.6	46.6
17. Not enough emphasis on feeding and management	65.3	58.2	62.0	49.1
18. Too much emphasis on home projects	13.0	12.0	14.0	9.0

Evaluation of Specific Objectives of Agricultural Education for Farmers

A rather extensive list of objectives of education in agriculture, expressed in terms of attitudes and abilities, which have been advocated by leaders in this field, was submitted to the farmers who were requested to express their respective judgments of the importance or validity of each of the suggested objectives by indicating whether it should be given (1) considerable emphasis, (2) some attention or (3) no attention, in a program of instruction in agriculture for farmers.

The list is too extensive to be presented in detail in this paper. Only those objectives adjudged to be most important can be discussed here.

In the judgment of the farmers, the attitudes varied considerably in importance. Over 75 percent believed that considerable emphasis should be given to the following:

- | | |
|---|---------|
| | Percent |
| 1. An appreciation of the extensive waste of soil and other agricultural resources which has characterized American agriculture and of the urgent need of their conservation and wise utilization | 95.4 |
| 2. An appreciation of the important position of agriculture in our national and international economy and general welfare | 88.3 |
| 3. A feeling of pride and enjoyment in farming and in rural life | 87.0 |
| 4. An appreciation of the important part played by the home in the character and happiness of both children and adults | 87.1 |
| 5. An appreciation of the great loss caused by weeds, insects, and diseases and of the possibilities of their control | 83.8 |

- | | |
|--|---------|
| | Percent |
| 9. A willingness to join with others in economic and social enterprises and activities designed to serve the common good and to support cooperative efforts | 70.9 |
| 10. An appreciation of the necessity for cooperative effort among farm people in the solution of their common economic and social problems | 70.9 |
| 11. A realization of the great improvements which have been made in farm animals and crops by scientific experimentation in breeding and selection | 68.5 |
| 12. A realization of the extent to which agriculture has been mechanized and commercialized, and of the many problems resulting therefrom | 68.1 |
| 13. An appreciation of the valuable contributions of scientific research to the agricultural industry, and of the necessity for continued support of research agencies | 67.7 |
- As in the case of the attitudes, the abilities submitted vary considerably in the amount of emphasis which should be given them in a program of agricultural education, insofar as the opinions of our respondents are concerned.

Over 90 percent thought considerable emphasis should be given to the following:

- | | |
|--|---------|
| | Percent |
| 1. Ability to manage the soil in order to control erosion and maintain fertility | 95.9 |
| 2. Ability to plan and manage the farm business | 94.6 |
| 3. Ability to feed and manage livestock | 94.0 |
| 4. Ability to produce farm crops of high quality | 92.0 |
| 5. Ability to select and buy good livestock | 90.9 |
| Over 75 percent would add to the list above the following: | Percent |
| 6. Ability to recognize and control common livestock diseases | 88.8 |
| 7. Ability to utilize farm crops to best advantage | 83.6 |
| 8. Ability to evaluate farming as an occupation | 79.4 |
| 9. Ability to control weeds | 78.4 |
| 10. Ability to keep and analyze farm records | 77.2 |
| 11. Ability to cooperate with family members in maintaining a high type of farm hand | 76.2 |

On the other hand, some of the abilities were not considered worthy of emphasis by the majority of the farmers. Less than 50 percent believed that the following should be given "considerable" emphasis in a program of agricultural instruction for farmers, although more than 50 percent believed they should receive "some attention":

- | | |
|---|---------|
| | Percent |
| 1. Ability to identify weeds | 48.1 |
| 2. Ability to interpret farm leases, mortgages, and other contracts | 46.5 |
| 3. Ability to produce home garden products | 46.1 |
| 4. Ability to identify crops and crop seeds | 43.2 |
| 5. Ability to produce poultry products | 40.2 |
| 6. Ability to select power units | 39.7 |
| 7. Ability to identify livestock breeds | 38.1 |
| 8. Ability to landscape the farmstead | 32.3 |

Future Farmers of America

A. W. TENNEY

Victory Farm Show a Vital Chapter Activity

KONGO KIMURA, Teacher, Pahoa, Hawaii

THE Second Victory Farm Show which was sponsored by the Future Farmers of Pahoa, Hawaii, as one of their major activities, showed many improvements over the first attempt.

Besides the usual exhibits of vegetables, fruits, poultry, rabbits, and potted ornamental plants, the show featured many educational exhibits on vital agricultural subjects. Prizes in War Stamps and merchandise donated by local merchants were awarded to winners in the vegetable, fruit, poultry, rabbit, and model plane sections.

For poultrymen, exhibits featured the following: control of cannibalism, control of pullorum disease, saving feed, and culling hens. An "aisle" type laying battery with drip nipple system, a battery brooder, and other poultry equipment were exhibits of interest.

Four neighboring chapters were invited to participate in the poultry judging contest held in accordance with the standard poultry judging rules used at territorial F.F.A. conferences. Two boys were selected from each chapter. Judging took place prior to the opening of the show.

A regulation rabbit hutch, which meets the requirements of the new territorial law on keeping and breeding rabbits, was exhibited. Farmers and students were later assisted in securing rabbit permits. Three boys put on a demonstration of killing and dressing rabbits as an educational project.

The farm mechanics exhibits stressed the labor-saving value of small machines on the farm and also the value of investing in tools and learning how to use them. These exhibits included essential tools for a home farm shop, spray machines in the process of repair, auto engines disassembled, new poison spray machines, and machines in operation. Most of the farm mechanics exhibits were prepared by the vocational classes in farm mechanics and the FPWT evening class under the direction of our instructor in farm mechanics.

The Future Homemakers of our high school cooperated in putting up several exhibits on home science. Exhibits on preserved food, homemade toys for Christmas gifts, and dresses made by the girls in vocational homemaking were displayed.

In cooperation with our farmers' cooperative, the proper grading and packing of fruits and vegetables were stressed in exhibits of different types of standard containers. Oranges, tangerines, and cucumbers properly graded and packed were also shown. Oranges and tangerines are the principal fruits of this community, while cucumbers are the major vegetable crop. For truck farmers a printed chart was displayed on approved practices for cucumber production, which was formulated at one of the adult classes.

The Olaa Sugar Company cooperated by putting up an exhibit on varieties of sugar cane, the life history of the army-worm, insect mounts, and a chart on the sugar milling process.

The Bond auction held on the second day resulted in a sale of more than \$3,000 worth of bonds. Merchandise for the auction was donated by local merchants and collected by the F.F.A. members. Auctioneers included our chapter president and several community leaders.

The success of the farm show was due largely to the efforts of the chapter members who planned it. Every member had a share in the show and served on at least one committee. Each committee had charge of one section of the show and was responsible to the general chairman, the president, and the advisers.

For publicity many posters were printed and distributed in neighboring villages and towns. Mimeographed booklets on the rules and regulations of the show were distributed to students in school.

For poultry cages, 1"x2" poultry wire was used for the sides and top, and 5/8" wire was used for separate floor frames which were kept waist high on wooden "horses." The equipment used was built by the boys in their farm shop. The poultry cages were made to fold so that they could be stored after the show. Stands for fruit and vegetable exhibits were also built specially for the show in the farm shop.

The farm show was financed by a small admission charge of 10c and the sale of "hot dogs" and candies. It cost the chapter approximately \$200 to op-

erate the show this year. All of the expenses were covered by the income from admissions and concessions.

Altho the school gym is not the ideal place for our show, it is sufficiently large to accommodate all of the exhibits we usually have.

In conjunction with our farm show, the chapter officers, committee chairmen, and a selected group of musicians put on a radio program over our local station KHBC for the purpose of informing the public about the various activities of the chapter, especially the farm show. The 15-minute program was broadcast the night before the opening of the show.

It has become evident to us advisers that a chapter undertaking such as the farm show has many worthy values. There is no question that a project of this kind creates interest among members of the school and community in better farming methods. Furthermore, it teaches the students the importance of proper planning and cooperation, both of which are necessary for the success of a project of this scope. It requires much time to make preparations, but the boys learn a great deal about the exhibits they prepare and handle.

The activities and exhibits involved in the farm show are many and varied enough to assure every F.F.A. member a definite place in it. They also gain valuable experience in leadership, planning, cooperation, building equipment and exhibits, and handling money, all of which are objectives we are attempting to attain in our program in vocational agriculture.

We commend a community fair or farm show to the consideration of any chapter wishing to improve itself and its community.



The rabbit section of the victory farm show sponsored by the Future Farmers of Pahoa, Hawaii. The cages were built by the boys in farm shop

"Future Farmers of America . . . in Action"

A RECENT pictorial bulletin just off the press entitled, "Future Farmers of America . . . in Action," has been published by the national organization of Future Farmers of America in cooperation with the U. S. Office of Education. This bulletin attempts to describe on national, state, and local levels, thru pictures and captions, the work and activities of this national organization of farm boys who are studying vocational agriculture in public secondary schools throughout the country.

A total of 432,560 copies of the bulletin have been printed, of which number 30,000 have been purchased and distributed by the national organization of Future Farmers of America and 40,910 by the several state associations of this organization.

The picture in colors on the front cover page is that of a Future Farmer boy who is now established as a dairy farmer in the state of Maryland. The picture shows his home farm and his purebred herd of Guernsey cattle he has developed.

The back cover page is also in colors and represents an artist's conception of what a Future Farmer of America looks forward to as an ideal.

Among some of the most interesting pictures to be found in the bulletin is that of the national president of the Future Farmers of America conferring upon Secretary of Agriculture Honorable Claude R. Wickard, the Honorary American Farmer Degree at the National Convention which was held in the Municipal Auditorium, Kansas City, Missouri, in October, 1944. There is a very interesting picture of the unveiling of the service flag at the 1944 convention showing that there was in 1944 a total of 138,548 Future Farmer boys in the armed services of their country. Another interesting picture is that of the national boy officers attending a luncheon as guests of Senator Thomas of Oklahoma. This luncheon was also attended by the Honorable Claude R. Wickard and the United States Senator from each of the states from which the boy officers came. The picture shows Vice-President (now President) Harry S. Truman seated with the boys at this luncheon.

The bulletin was printed at a cost of 5 1/2 cents each, and its general style is very similar to that of *Life Magazine*. The cost of printing the bulletins ordered by the organization was paid entirely out of its national treasury.

The prospectus of the bulletin was so favorably received by many commercial concerns, corporations, and organizations that they requested and secured permission to pool their orders with those of the national organization, and purchased sufficient bulletins to distribute among their top-flight executives and local dealers. Many of these concerns also sent complimentary copies to various other organizations and individuals thru-out the country that are or should be interested in the nationwide program of vocational education in agriculture and activities of the Future Farmers of America. For instance, the Firestone Tire and Rubber Company of Akron, Ohio, purchased 240,000 bulletins and sent copies to each F.F.A. member in the United States. The International Harvester



Here we see the officers of the Montana State Association busy formulating the state program of work for the new year. Standing (left) John Stewart, Gene Cumb, Oscar Donisthorpe, President; Mr. A. W. Johnson, Adviser, and Herb Fisser. Seated (left) Burris Blackwood, Malcolm Swan, Bill Byrne, John Malinak, and Joe Lee

A State Y.F.A.

(Continued from page 110)

Company of Chicago purchased 34,000 copies and sent one to each country banker and one to each Rotary, Kiwanis, Lions, and Civitan club in the United States. The Kraft Cheese Company purchased 20,000 copies and sent one to each cooperative milk producers association, county Farm Bureau, and local Grange in the United States.

Harry Ferguson, Inc., purchased 10,000 copies and sent one to each Chamber of Commerce in the United States. The Santa Fe Railway System purchased 15,000 and distributed copies among all high-school principals and superintendents in territory served by their lines.

In addition, the following companies purchased a sufficient supply of bulletins to provide each of their executives, local dealers, and representatives with a copy: General Electric Company 5,000
Armour and Company 1,000
Chicago, Milwaukee, St. Paul, and

Pacific Railway Company	1,000
John Deere Company	5,000
Wilson and Company	1,500
Mid-States Steel & Wire Company	100
Union Pacific Railway Company	2,000
The B. F. Goodrich Company	3,500
The American Institute of Cooperation	2,000
J. I. Case Company	4,000
Watt Publishing Company	1,500
Massey-Harris Company	1,500
Chicago, Rock Island and Pacific Railway Company	500
Portland Cement Association	500
Standard Oil Company of Indiana	8,000
Swift & Company	1,000
Standard Oil Company of New Jersey	750
Allis-Chalmers Manufacturing Company	3,000
Grocery Manufacturers Information Council	500
Chicago, Burlington & Quincy Railroad Company	300

—W. T. S.

leaving high school, he begins to feel that he is working alone. While he may become a member of rural adult organizations, he is usually treated as a junior member with little opportunity to exercise his leadership experience.

Recognition of proficiency in farming thru degree advancement is an important activity of the Ohio Association of Future Farmers of America. Since increasing proficiency in farming is one of the major objectives of young farmer work, some system of awards for attaining this proficiency should be devised. The young farmer usually starts out on a long hard road when he starts toward the objective of establishing himself in farming. Recognition of some of his minor successes as he develops into a farm operator should help him on his way toward his objective.

This hasty examination of the activities of the Ohio Association of Future Farmers of America shows many possibilities for similar activities for a state-wide Young Farmers Association. It should, of course, be realized that the needs of the Young Farmer group are somewhat different than those of Future Farmers. The comparison is made only to show some of the possibilities for a state organization for Young Farmers.

The interest of Young Farmers in meeting together was shown at a very successful Young Farmers Conference held at the Ohio State University in 1941. Wartime travel conditions have prevented further meetings of this type since that time. One veteran Ohio teacher says, "My Young Farmers were asking about a state Y.F.A. organization 10 years ago." Such an organization would have a real opportunity to improve the work of local associations. As one farm organization's slogan during a recent membership drive read, "Why Go It Alone?"

- Plans on shop layouts, teaching materials, publications, etc.
 - Short intensive courses for upgrading in specific units of farm mechanics.
 - Publish and distribute helps thru a monthly newsletter.
 - Distribution of worthy plans of farm equipment, farm structures, and labor-saving devices.
 - Listing of new sources of information, visual aids, and equipment.
- Hold district conferences for the purpose of upgrading in specific areas.
 - Establish an exchange of publications between states including newsletters, farm mechanics plans, and other teacher helps.
 - Promote inter-department visits between teachers for the purpose of exchange of information and learning new skills.
 - Encourage the local teacher of agriculture to acquire farm and shop skills from outstanding farmers and mechanics in the local community.
 - Cooperate with the servicemen of implement manufacturers and distributors in acquiring new information and new skills about particular equipment. Encourage teachers to accompany implement fieldmen to individual farms for servicing purposes.
 - Use advisory committee of successful farmers for the purpose of setting up standards in farm and shop skills.
 - Encourage teachers on the job to spend two, four, or six weeks as an employee on a modern farm during the summer months.

I have made a few suggestions on how to improve the farm and shop skills of teachers of vocational agriculture. These suggestions cannot be adopted in some cases without accompanying problems. I should like, therefore, to put a few of these problems in your lap.

1. In some of our teacher-training institutions, the course instruction and the point of view of the instructor places a minimum value on skill. What can be done about it?

2. The major factor in determining salary increases of teachers of high school is the accumulation of college credit and additional degrees. Possibly the most valuable professional improvement of the average teacher of vocational agriculture comes from short-course work, conferences, and many other devices for which college credit is not given. The teacher is growing professionally, but it is not on the books and he is not rewarded accordingly. What can be done to remedy this situation?

3. Teachers are handicapped for the lack of working plans of farm mechanics projects, equipment, and structures. Can we not pool our interests as states and be mutually benefited?

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

A conservative is one who believes nothing should ever be done for the first time.

THE president of the American Vocational Association this year is M. D. Mobley, state director of vocational education in Georgia. Mr. Mobley was graduated from the University of Georgia and received his M. S. degree at Cornell University. He taught vocational agriculture and served as a principal of a rural school before he was selected as teacher-trainer in agricultural education at the University of Georgia. After two years in teacher-training he was made assistant state supervisor in vocational agriculture. He filled this position until 1934 when he was appointed assistant state director of vocational education. He has been state director since January 1, 1937. Mr. Mobley is the author and editor of several textbooks used thruout the South. He played a major role in a motion picture film produced for educational purposes. He was awarded the title of "Man of the Year" in agriculture in Georgia in 1940 by the "Progressive Farmer." He has served on a number of national committees on education and was president of the National Association of State Directors of Vocational Education in 1940. All workers in *Agricultural Education* join in congratulating Director Mobley upon his election to his present position in the A.V.A.

Training Programs

(Continued from page 105)

human beings. We do need to understand the viewpoint of the veteran in making any of our plans. It might be well for each state to call in several teachers who have been demobilized for a conference of one to several days in order to learn their desires. Published articles seemed to indicate that a high percentage of the veterans would return to us as mental cases, but Selective Service was very careful to eliminate most of these before they were taken into the service, so perhaps we need to be more concerned about the mental condition of those at home.

We have the grandest opportunity we have ever had to do a real job in vocational education with a group of serious-minded men who have a definite purpose, and who will be highly appreciative of everything that is done for them. If the public schools do not show that they can and will meet the needs, we can expect some new "alphabet" agency to come into being to do the job. It will be our fault as educators if that should happen.

Again I feel that if we stick to our own field of *education and counseling*, we will have no need for concern. Our job is to provide systematic instruction thru special day and evening classes, and on-the-job instruction wherever needed, to obtain information on placement opportunities and land for sale or rent, and to counsel and advise the returning veteran to the best of our ability on matters relating to farm management, buying and selling of land, and many other problems. Let's roll up our sleeves and tackle the job!

John A. Cross



M. D. Mobley

The man who shows outstanding skill
In some essential line;
Seems born for that one place alone
Eight chances out of nine.
Yet he may have a broader base
For better service still,
More fields to work, and gifts to use,
Of body, mind and will.
It may be opportunity
Is seldom broad enough
To test a man's capacity,
Or bring out all his stuff.
In other words, if one can do
A job exceeding well;
He may have better gifts than that
For all that we can tell.

BANQUET BANTER

Toastmaster: I think we shouldn't wait any longer to hear from one of our members who has just returned from very active service, Captain Fred, who, as you know, has just received his discharge after over three years in the service. When I was a freshman Fred was president of the F.F.A. The way he handled us kids made it no surprise to me at least that he worked up to the Captain's rank. In fact, I am surprised he didn't go up farther and even ask General "Ike" to "move over." Did that boy know his way around! He had more leadership and drive in a minute than a Missouri mule has in a month—no relationship implied. The first I heard of him he was a sergeant—that tickled me. One time he wrote back about being "Chief of K.P." Of course, we didn't know that rank. Then later he was on guard duty around the camp. He must have been impressed with that job as my later remarks will bring out. Then he began to move—second lieutenant, first lieutenant and, later, captain. During one of his engagements you all know he was hospitalized for a brief time. They tell me that the nurse came to his door one morning and knocked, and Fred called out "Who comes there, friend or enema?" Welcome back, Captain Fred.

Speaker: If any of you want to know, the nurse's reply laughingly was, "Both, I hope." Ladies and gentlemen, the old toastmaster has been at his tops all evening. He has done a swell job and I am not surprised. He had to start doing something good some time for he was the orneriest green hand I ever had to deal with. Apparently he and "Prof" have brought the chapter along on a high plane this year. I haven't had time to learn much about their activities altho the talks by the boys tonight have given us all a good picture of the year's work. While sitting here I have had occasion to talk to Miss White and learn of her help to the boys in preparation for the banquet. She said at one meeting they were discussing, "What to do when mistakes occur," and she put this situation up to our toastmaster—"What would you do if, unexpectedly and unavoidably, you should burp and the guest speaker seated next to you noticed it?" The T. M.'s frank reply was, "I would look him straight in the eye and say, 'You didn't expect chimes to play, did you?'"

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at—La Van Shoptaw
ct—J. C. McAdams, Pine Bluff
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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. Rinn, Fresno
rs—Wair Fetters, San Luis Obispo
rs—Harold O. Wilson, Los Angeles
rs—H. H. Burlingham, Chico
t—S. S. Sutherland, Davis
sm—Geo. P. Cooper, San Luis Obispo
sm—J. J. Thompson, San Luis Obispo
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s—A. R. Bunger, Denver
t—G. A. Schmidt, Fort Collins
- CONNECTICUT**
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s—R. L. Hahn, Hartford
t—C. B. Gentry, Storrs
- DELAWARE**
d—R. W. Heim, Newark
s—P. M. Hodgson, Dover
- FLORIDA**
d—Colin English, Tallahassee
s—J. P. Williams, Jr., Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Lofton, Gainesville
it—Harry Wood
ct—L. A. Marshall, Tallahassee
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s—P. G. Walters, Atlanta
us—P. D. Brown
ds—George I. Martin, Tifton
ds—C. M. Reed, Caryolton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—O. C. Adernold, Athens
sm—A. O. Dunean, Athens
t—R. H. Tolbert, Athens
ct—Alva Tabor, Fort Valley
ct—Benj. Anderson, Industrial College
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d—W. W. Beers, Honolulu, T. H.
s—Warren Gibson, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.
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d—William Kerr, Boise
s—Stanley S. Richardson, Boise
s—Elmer D. Belcap, Idaho Falls
s—John A. Bauer, Boise
t—H. E. Lattig, Moscow
t—H. A. Wanser, Moscow
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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. Chanin, Lafayette
- IOWA**
d—L. H. Wood, Des Moines
s—H. T. Hall, Des Moines
s—D. L. Kinschi
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
s—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan
- KENTUCKY**
d—R. H. Woods, Frankfort
s—E. P. Hilton, Frankfort
t—Cassie Hammonds, Lexington
t—Watson Armstrong, Lexington
t—W. R. Tabb, Lexington
ct—P. J. Manly, Frankfort
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d—John E. Cox, Baton Rouge
s—D. C. Laverge, Act., Baton Rouge
us—A. Larriviere, Baton Rouge
ds—C. P. MeVea, Baton Rouge
sm—Roy L. Duvenport
t—C. L. Mondart, Baton Rouge
t—J. C. Floyd, Baton Rouge
ct—M. J. Clark, Baton Rouge
ct—D. B. Matthews, Baton Rouge
ct—E. C. Wright, Baton Rouge
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d—Austin Aiden, Augusta
s—Herbert S. Hill, Orono
s—Wallace H. Elliott, Orono
- MARYLAND**
d—John J. Seidel, Baltimore
s—H. F. Cotterman, College Park
ct—J. A. Oliver, Princess Anne
- MASSACHUSETTS**
d—M. Norcross Stratton, Boston
s—John G. Galvin, Boston
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- MICHIGAN**
d—F. B. Elliott, Lansing
s—Harry E. Nesman, Lansing
s—Luke H. Kelley, Lansing
s—Raymond M. Clark, Lansing
t—H. M. Byram, East Lansing
t—G. P. Deyoc, East Lansing
t—Paul Sweeney, East Lansing
- MINNESOTA**
d—Harry C. Scheid
s—Carl F. Albrecht, St. Paul
t—A. M. Field, St. Paul
t—G. F. Ekstrom, St. Paul
- MISSISSIPPI**
d—H. F. Mauldin, Jr., Jackson
s—A. P. Fetherer, Jackson
ds—R. H. Finackerly, Jackson
ds—E. F. Gross, Hattiesburg
ds—V. F. 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
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d—Roy Skelton, Bozeman
s—A. W. Johnson, Bozeman
s—H. E. Rodeberg, Bozeman
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s—H. W. Deems, Lincoln
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s—H. O. Sampson, New Brunswick
s—E. V. Bearer, New Brunswick
t—O. E. Kiser, New Brunswick
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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
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ct—G. E. Dean, Greensboro
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s—Ernest L. DeAlton, Fargo
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s—Ralph A. Howard, Columbus
ds—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—H. O. Kenestrick, Columbus
ds—F. J. Rubie, Columbus
t—W. F. Stewart, Columbus
it—ds—C. E. Rhoad, Columbus
t—A. C. Kennedy, Columbus
rt—Ray Fife, Columbus
- OKLAHOMA**
d—J. B. Perky, Stillwater
as—Bonnie Nicholson, Stillwater
ds—W. R. Felton, Stillwater
ds—S. M. Cronoe, Stillwater
ds—Byri 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
ds—M. C. Buchanan, Salem
as—Glen I. Weaver, Salem
t—H. H. Gibson, Corvallis
- PENNSYLVANIA**
d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
s—Y. A. Martin, Harrisburg
t—Henry S. Bruner, State College
t—William A. Broyles, State College
t—William F. Hall, State College
t—Russell B. Dickerson, State College
- PUERTO RICO**
d—Lloyd A. LeZotte, San Juan
s—Nicholas Mendez, San Juan
- RHODE ISLAND**
d—George H. Baldwin, Providence
t—Everett L. Austin, Kingstown
- SOUTH CAROLINA**
d—Vard Peterson, Columbia
ds—W. C. James, Columbia
ds—W. M. Mahoney, Honca Path
ds—R. D. Anderson, Walterboro
ds—J. H. Yon, Loris
t—W. G. Grandall, Clemson
t—B. H. Strubling, Clemson
t—J. B. Monroe, Clemson
t—T. E. Duncan, Clemson
t—F. E. Kirkley, Clemson
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rt—A. J. Paulus, Knoxville
t—E. B. Knight, Knoxville
ct—W. A. Flowers, Nashville
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s—Robert A. Manire, Austin
s—R. Lano 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—L. B. Payne, Stephenville
ds—L. I. Samuel, Arlington
ds—J. A. Marshall, Naacodoches
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
sm—S. R. Sherrill, College Station
it—G. H. Morrison, Huntsville
it—T. L. Leach, Lubbock
ct—O. J. Thomas, Prairie View
ds—W. D. Thompson, Prairie View
cs—Paul L. Rurledge, Palestine
cs—Gus Jones, Caldwell
cs—E. E. Collins, Texarkana
cs—S. E. Palmer, Tyler
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d—Charles H. Skidmore, Salt Lake City
s—Mark Nichols, Salt Lake City
rs—Elyin Downs, Ephraim
t—L. R. Humpherys, Logan
- VERMONT**
d—John E. Nelson, Montpelier
s—W. Howard Martin, Burlington
t—C. D. Watson
- VIRGINIA**
d—Dabney S. Laucaster, Richmond
s—D. J. Howard, Richmond
ds—F. B. Calc, 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—E. Y. Noblin, Blacksburg
t—C. B. Richards, Blacksburg
ct—J. B. Thomas, Ettrick
ct—A. J. Miller, Ettrick
- WASHINGTON**
d—H. G. Hulstead, Olympia
s—Bert J. Brown, Pullman
t—F. M. Webb, Pullman
- WEST VIRGINIA**
d—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. Sarnan, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
t—Clarence Bonsack, Madison
t—V. E. Nylin, Waterville
t—J. M. May, River Falls
- WYOMING**
d—Sam Hitchcock, Cheyenne
s—Jack Rich, Cheyenne