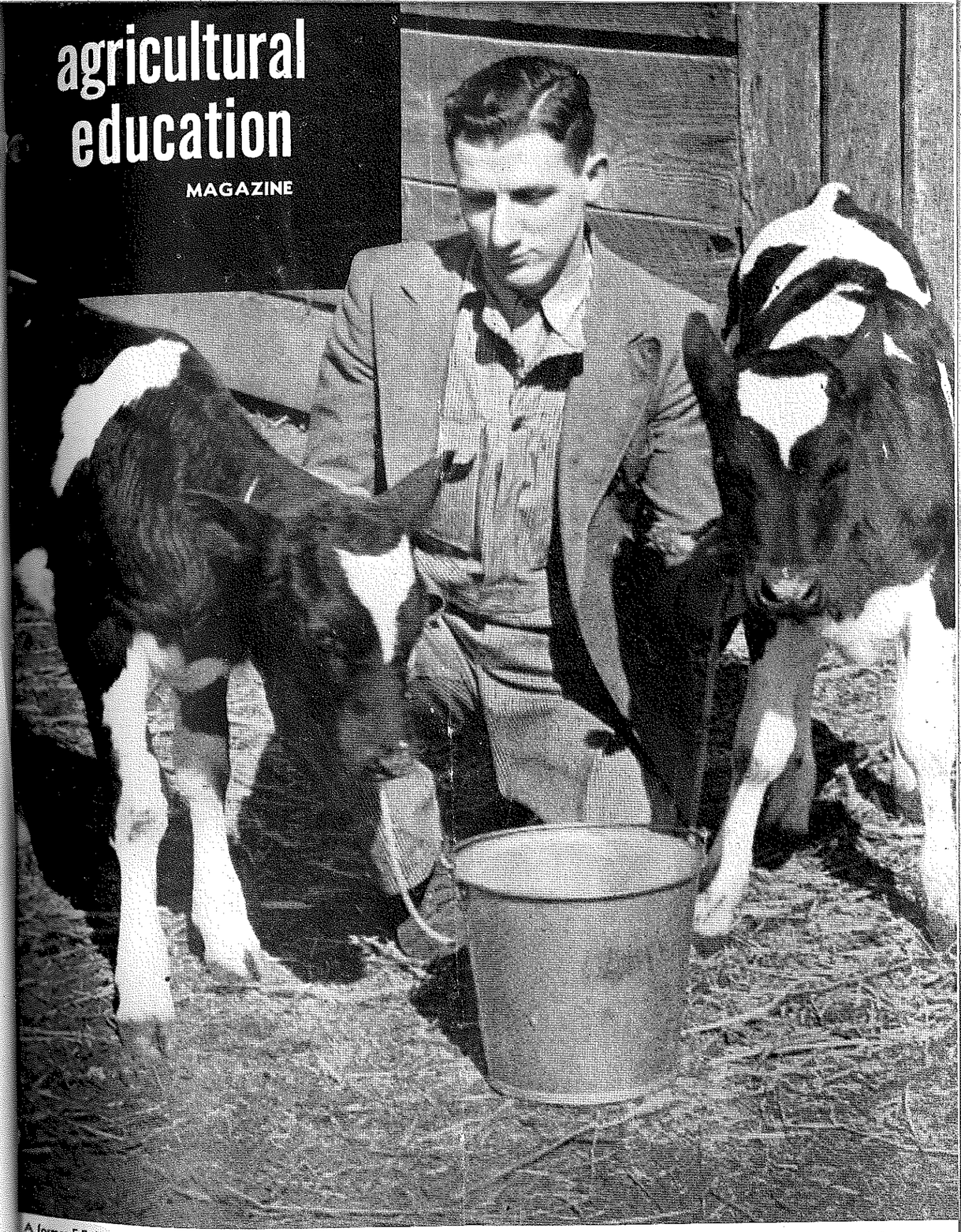
agricultural education

MAGAZINE



A former F.F.A. member is developing a purebred herd—Photo by J. K. Coggin

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CONTENTS

Editorial Comment

Summertime Is Planning Time

H. M. Hamlin

OTHERS may appropriately dwell upon the importance of the summer months for supervising farm practice, for professional reading and study, and for personal rest and recreation. I choose to stress the opportunities for planning which the summer provides.

Almost no teachers except teachers of agriculture have a chance to plan their year's work on the school's time. It is an opportunity which should not be neglected. When a new school year opens, the teacher should know definitely where he proposes to go and the route he is to take in getting there. He should have on hand the facilities he will need en route.

Teachers' plans are usually very inadequate. The most common types of plans I find in schools are outlines of the subject matter to be covered in the high-school classes and F.F.A. programs. These have commonly been developed without relationship to each other.

An outline of subject matter is, of course, an inadequate plan for teaching a high-school class. It does not indicate the objectives to be attained, the means of determining whether they are attained, the procedures to be followed, or the facilities required. It is little better than no plan at all.

If the F.F.A. is really intra-curricular, as we have always said it is, its program should be closely articulated with classwork and with supervised practice. It should not be a program which is apart from or is even a distraction from regular schoolwork.

A really adequate plan for the year's work would include such features as these:

I. General Policies of the Department
  A. Determining community needs and adapting the program to them
  B. Objectives of the departmental program
  C. Arrangements for evaluating outcomes of the program
  D. Realtionships to be maintained
    1. Within the school system
    2. To the state office
    3. To other programs of agricultural education
    4. To agricultural organizations and agencies
    5. To parents and families of students
    6. To the community and the general public
II. Ways and Means of Carrying Out These Policies
  A. High-school classes
    1. Courses of study
    2. Supervised practice
    3. F.F.A.
  B. Young farmers' and veterans' classes
  C. Classes for older adults
  D. Summer program
  E. Plant, equipment, library
  F. Records and reports
  G. Special events
  H. Publicity and promotional activities
  I. Community service
  J. Calendar of departmental activities

Assistance From Advisory Council

Such a comprehensive program cannot be planned by the teacher alone. He will need the assistance of a departmental advisory council in working out the policies included, and these policies must then be checked by the school administrator and the board of education. Members of high school, young farmers', veterans', and other adult classes can assist in developing the parts of the program with which they are concerned. Parents and other teachers may well participate. If a department is to be democratically managed, those affected by the plans should share in making them.

These considerations imply that a program cannot be fully made during the summer months. The details will have to be worked out as the school year progresses. A general pattern can, however, be developed before the opening of school into which the details can be written.

It is not only important that the teacher know what he is trying to do and how he is going to do it. It is quite as important that those who work with the teacher and the public generally know what the program is. Unless others know what is being attempted, they cannot judge the results fairly. The parts of a program of interest to others should be made available to them.

One of the most important considerations in planning is the use of the teacher's own time. There should be agreement with the school administration as to the total time the teacher is to devote to his job with adequate allowances for home and community responsibilities and for leisure. When the time available for work is known, it can be allocated to the most important jobs to be done. Unless this kind of planning is done, the teacher is likely to be overworked and, tho overworked, he may fritter away much of his time in activities which should not have a high priority.

Accomplishments Derived From Planning

There is great satisfaction in having and working a feasible plan. It is hard to see how there can be substantial accomplishment without one. But we still have teachers of agriculture who have no very clear idea of their functions, who extemporize from day to day, who "go about doing good" in a hazy sort of way. They accomplish something, at least until they are worn out by the vast variety of chores which come their way. Then they are likely either to leave teaching for a field with more definite duties and more regular hours or to crawl into their shells for the balance of their teaching careers. By planning programs within their proper fields and within their possible accomplishments, teachers can do much to ward off the disillusionment and despair which so often come to conscientious teachers without definitely planned programs.—H. M. Hamlin, University of Illinois.

Rewards From Teaching

Esteem for your work and your personal qualities as a gentleman and a scholar—thus reads in part a citation awarded by the Monmouth County Board of Agriculture to Earle C. Stillwell, veteran teacher of vocational agriculture at Freehold, New Jersey.

The *Freehold Transcript* in its editorial pertaining to the citation stated that Stillwell's efforts in vocational agriculture over the past 35 years in the Freehold community have not only brought a clearer understanding of sound horticultural practices, and thus raised the standard of farming in the county, but have also made it easier for many a young man to decide early in life what his chosen work would be.

Freehold High School was the first school in New Jersey to introduce agriculture into the curriculum.

The citation in full is as follows:

Earle C. Stillwell

"Born in Monmouth County, completing your early education here and graduating at Rutgers University in 1911, where you specialized in agriculture, you have spent your active life to date in vocational agriculture in your home county. While training others for their vocation, your career has been more than a vocation. Rather, it is a dedication of your life and talents to the preparation of young people for the modern world in which they must find a place. To this unselfish principle your students here and far away will give full testimony.

"The Monmouth County Board of Agriculture has endeavored to find some public way of expressing its appreciation of devotion like yours. You are among the very first to be awarded this certificate. We hope you will accept it as an 'Advanced Degree' by your friends and associates, and that it may be considered a milepost of esteem for your work and your personal qualities of a gentleman and scholar, whom we are glad to know these many years."—W. H. Evans, Assistant Supervisor, New Jersey.

Summer Activities of an F.F.A. Adviser

ROBERT DAHLE, Adviser, Ferron, Utah

THE South Emery chapter of Future Farmers is located at the high school of this name at Ferron, Utah. This high-school district includes about 2,450 square miles. The chapter members come from seven rural communities, none of which has a polulation of over 1,000. Many of the 55 chapter members live 35 miles apart, and are transported to school by buses.

In planning summer activities for the F.F.A. in a district of this kind, considerable organization is required to conserve time and to keep travel expense at the minimum. In planning my supervisory work, all F.F.A. members in each section of the district are listed, and when a given section is visited, every boy is contacted. This procedure is followed except for cases where the adviser is called to see a boy with a special problem.

Formulate F.F.A. Program

During the summer months, our chapter officers complete their annual program of activities, and have a copy ready for each member at the start of the school year. To make this task more interesting, our old and new officers assemble at the mountain reservoir 30 miles away. At this time the officers pledge themselves to their best efforts in accomplishing the objectives in their new program, and each officer is assigned the job for which he is to be responsible. The officers are given some training in leadership, and leave the mountain after three days of play and work, with their duties and responsibilities well in mind. Every member of the chapter is subsequently assigned to at least one committee in projecting the annual program.

The major agricultural enterprises in our district are beef cattle, dairying, alfalfa, grain, and fruit. Our chapter is especially proud of its record in the improvement which has been made in our Hereford cattle. The first cattle ever shown from this county were exhibited by local Future Farmers. We have worked from a very weak beginning until now our cattle are known for their high quality. During the past year the members exhibited and sold 158 choice Hereford steers, and 12 purebred Hereford bulls. From these sales our chapter members received over $42,000.

Exhibit Livestock

Our largest livestock exhibit was at the Inter-Mountain Junior Show in Salt Lake City. This show takes place in June, about three weeks after school closes. Here 32 of our chapter members exhibited 86 fat steers and 12 hogs.

At present the chapter cooperatively owns two purebred boars, one Hampshire buck, and a purebred Hereford heifer. The members are allowed to breed sows and gilts to the F.F.A. boars for a $2 service fee. The services of the Hampshire ram is free to F.F.A. members, and the Hereford heifer is loaned to a member with the agreement that he will return its first female calf to the chapter.

One of our most outstanding chapter projects was the purchase of a Hereford bull, Royal Domino 53rd. This bull was known as the South Emery herd sire, and did our chapter a world of good. We sold him two years ago at the Ogden livestock show for $975 which was only $25 less than we paid for him as a yearling.

For the services of the chapter boars on a farmer's herd, our chapter gets a small pig. Last year the chapter fed out 15 of these pigs received for the services and sold them at local shows.

During the last two summers the Ferron chapter has maintained a series of observation plots, the objective being to demonstrate which varieties of grasses, fertilizers, and crops that do well in Emery County. These plots are located one block from the high-school building.

Our chapter is completing work on a large 900-pound compressor which will be used this summer to spray weeds and fruit trees, and to paint buildings. Members of the chapter may use this compressor for a small rental cost.

Last summer six of the F.F.A. members attended Snow College, where musical training was given and where plans were worked out for them to become members of the state F.F.A. band which played at the national convention.

Meetings of our chapter are held once a month at which we stress leadership training and study *Robert's Rules of Order*. As a result of these activities, our chapter was presented an award for proficiency in parliamentary procedure at the state F.F.A. convention.

Visit National Park

For a summer outing, we spent 10 days last year at Yellowstone National Park. Thirty-seven boys and five fathers made the trip in a large school bus, and a truck was used to carry baggage. We used chapter funds to pay insurance on the bus. We traveled 1,471 miles at a cost of $7.50 per person, which included the entrance fee to the park, a watermelon bust, and the use of boats. Every boy will remember this trip for years to come.

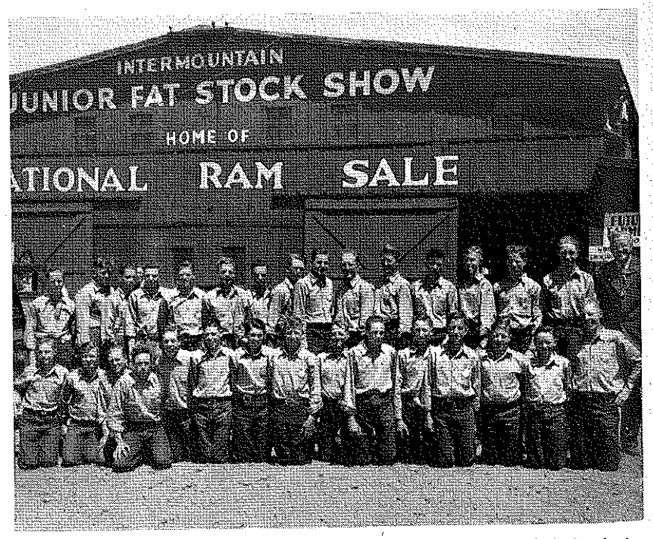
During the summer months when time permits, the agricultural teacher is kept busy making surveys on the farms of the boys he expects to teach the following year. The surveys determine the kind of agricultural and farm-mechanics projects that are fitted to the farms and to the boys. The teacher notes the skills, improvement projects, and improved practices which should be taught. During these visits the fathers of the boys are encouraged to attend evening classes to be taught the following winter.

From the farm surveys, the instructional units to be taught are chosen. The course of study is organized on the seasonal sequence basis and is posted in the classroom for the information of the students.

Rainy days find the agricultural room an inviting place to order new bulletins and books, to check over the filing system, and to prepare charts for use during the next school year. Added to all of these activities, the conducting of young-farmer meetings and educational tours and the making of farm visits cause the summer months to be busy and enjoyable.

The Whitharral, Texas, F.F.A. chapter recently constructed a butcher shop for community use. The shop has a vat and drain built into the concrete floor. The vat is heated with natural gas. It has an overhead trailway on which the carcasses are hung. The other butchering equipment includes knives, scrapers, a hoist, chains, hooks, a steel, and sharpening stones. The farmers bring their animals to the shop and do their own butchering. There is a fee of $1.25 for each animal butchered, of which $1 remains in the chapter treasury and the remaining 25 cents is given to an F.F.A. member to clean the shop for future use.

The F.F.A. chapter at Alexander, Minnesota, is testing the milk from over 1,000 cows owned by veterans enrolled in the institutional on-the-farm training program.



Members of the Ferron, Utah, chapter and their adviser at the Salt Lake Junior Livestock Show. Note the uniforms worn by the chapter members

Planning the Summer Program for Adult-Farmer Classes

N. E. WILSON, Teacher Education, Mississippi State College, State College, Mississippi

IN CONSIDERING a summer program for adult-farmer groups it is necessary to consider the complete program. Such a program is one that is designed to improve some vital conditions in the community. As a rule the vital conditions are of such nature that a great deal of time is required to solve the problems growing out of the unsatisfactory conditions. This being the case, the central problems of an adult-farmer program must be attacked continuously over a long period of time, perhaps one, two, or even three years, before a satisfactory improvement can be noted for the community as a whole.

If we accept these statements of philosophy, we are forced to the conclusion that the summer program must be a continuation of, or closely related to, the basic instructional program. There are certain activities in the adult work that may be best engaged in during the summer. It is the purpose of this article to outline and discuss briefly some of the activities that may be classified as the summer program.

It is my opinion, and also the opinion of those consulted, that we do not need a winter program and a summer program each independent and complete. We need a sound continuing program that utilizes all the time required to make satisfactory improvements.

These opinions, if accepted, force us to examine our adult-farmer programs critically in order to provide adequate summer activities.

The activities involved in an adult-farmer program may be viewed by the teacher as follows:

1. Teaching
2. Supervision
3. Evaluating results

Teaching Is Planning Phase of Instruction

The teaching phase of the program may be considered as the planning phase for the adult farmers. It is during this phase that information is presented and practice decisions made. A practice decision is a decision to do something. The thing to be done is specifically stated. In making the practice decision the farmer has indicated the thing he plans to do.

In implementing the practice decision the facilities needed to do the job must be provided, and the time the job is to be done must be decided upon. If the instructional program has been set up on a continuing plan, this will provide the basis for the summer program. We generally have a number of timely seasonal jobs that may be taught during the summer. To these may be added the usual emergency or unit jobs that need attention at this season of the year. If we will look ahead and plan for it, an adequate summer teaching program will be found.

Supervision is an integral part of organized instruction with adults and should be considered as continuing instruction. We must keep in mind that farmers will have to develop skills and master techniques on the job. In this phase of the work the opportunity is always present for on-the-job teaching that is very effective. Supervision may not be confined to individual instruction alone. Where several people have the need for the same skills and techniques, group demonstrations and practice may well be used. The teacher usually has more time for this phase of the work during the summer, and the farmers are usually engaged in doing the things requiring the specific skills and techniques. It must be kept in mind that there must be a definite need for all this work. The need is usually present if the teacher will only determine it.

Evaluating Results

Evaluating results is an important phase of the adult-farmer program. The program may be evaluated in terms of increased production, improved practices in conservation of resources, skills and techniques developed and mastered, cooperative practices engaged in, community pride developed, and the general satisfaction with the program indicated. This evaluation of the program may take the form of holding meetings in which a resumé of accomplishments will be thoroly discussed and evaluated. To determine actual progress and status of projects, group tours in the community may be organized. This will familiarize most of the people with what is being done and leave a definite impression as to the value of the program to the community.

All of the foregoing discussion has been for the purpose of creating a point of view concerning adult-farmer classes. The discussion that follows is an attempt to enumerate and describe the activities that may be included in the summer program. These activities will be grouped around the three main phases of activities; namely, teaching, supervision, and evaluating results. It must be kept in mind that the activities listed are parts of continuing programs and are placed in the summer program because they seem to fit the season and enhance the program. The list represents a cross section of what has been done by a few teachers contacted. The entire evening-class programs will have to be omitted. Some teachers may get some ideas in connection with their own programs. That is the way the different summer programs will have to originate.

Suggested Summer Teaching Activities*

1. Controlling insects
2. Mechanical practices in soil conservation
3. Organizing groups for special services
4. Repairing heavy equipment
5. Conservation of food
6. Planning for fairs and special exhibits
7. Conducting educational tours
8. Planning a yearly program of work for vocational agriculture in the community
9. Organizing a community publicity program.

*Credit is due the following teachers of vocational agriculture for their contribution: D. C. Scott, Sallis, Mississippi; P. A. Norris, Benton, Mississippi; and Troy V. Majure, Morgan City, Mississippi.

Suggested Supervisory Activities

Suggested supervisory activities

1. Following up decisions previously made
2. Do teaching on the job to develop skills with the farmer
3. Implement decisions
4. Correlate supervision of all-day and evening students
5. Develop a thoro understanding of the objectives of vocational agriculture and evening classes in particular.

Suggested activities in evaluating results

1. Hold meetings for the purpose of discussing results obtained during past year
2. Organize educational tours for the purpose of visiting members' projects
3. Secure an estimate of the general effectiveness of the program
4. Compare progress with past years and with other communities.

In each of the divisions of suggested activities above, it is not intended that the suggestions be taken as a literal program of work but rather that parallel ideas may be suggested to the teachers in different situations. No attempt will be made to outline specific procedure for each division.

The teaching activities should be dealt with in the light of the needs of the community in question. Special attention should be paid to continuity of the established program.

Implementing Decisions

The supervisory activities listed should require no further discussion with the exception of "implementing decisions." Often we teach a class of farmers to reach a practice decision and consider the job well done. When a check is made we sometimes find a large percentage of the farmers have done nothing toward carrying out the practices indicated by the decision. If we examine the reasons for this carefully, we usually find that the facilities and materials needed were not readily available. The teacher who gets things done usually has a way of making facilities and materials readily available. Farmers can provide the facilities and materials for themselves if properly organized and directed. The teacher has the job of assisting the farmers in determining facilities and materials needed to carry out decisions and then directing them in the procedures of procurement.

Evaluating results is valuable both to the teacher of agriculture and the class members. It develops a general perspective of the value and importance of the adult-farmer program in the community, and causes the progressive people of the community to want to make still further improvement.

Last summer, as a community service, members of the Hamilton, Missouri, F.F.A. chapter dipped 2,860 sheep. The chapter owns a portable vat which is used for this purpose and charges 3 cents per head for the service.

The F.F.A. chapter at Lodi, California, is sponsoring a rural school of France under the program of "Save the Children Federation," and plans to contribute $150 per year for several years to this activity of international good will.

Effective Supervision of Farming Programs

LLOYD DOWLER, State Supervisor, Carson City, Nevada

SUPERVISED farming programs in order to be effective must have continued follow-up. A strong and vigorous culling campaign in the poultry flock can be carried on during July and August; but unless culling is practiced thruout the entire year, a few "boarders" will remain in the flock, and the greatest economical returns cannot be expected. The teacher of vocational agriculture who wages an active campaign during the summer months on project supervision and neglects his supervised farming program during the winter months is not getting the greatest returns from his teaching. He, too, will find "boarders" in his flock.

Lloyd Dowler

How can supervised farming programs be organized so that the best results can be obtained? This question is quite frequently asked by beginning teachers of vocational agriculture. In order to plan visits that will be most effective the plans should be set up during the summer months and then checked and rechecked each month during the school year.

In order to see how this work can be most effectively conducted, let us assume that the teacher of vocational agriculture has started the school year with only 25 students in his department. These 25 students have presumably selected the following crops and livestock as a part of their supervised farming programs as indicated on the preliminary project report form:

Number of Students	Kind of Enterprise	Total Scope
5	Beef cattle	50 Head
3	Sheep	75 Head
2	Dairy	12 Head
2	Swine	10 Head
6	Poultry	1,200 Chicks
5	Alfalfa	25 Acres
2	Barley	20 Acres

Their programs could be more effective if they had planned the following improvement projects:

Number of Boys	Kind of Improvement	Size
3	Leveling land	30 A
2	Building farm structures	2 Poultry houses
5	Building new fence	10 Miles
6	Home beautification	
	(a) New sidewalks	4"x36"x40'
	(b) Planting trees	20
	(c) Planting lawn	20x40
	(d) Painting farm home	1,089 sq. ft.
	(e) Planting flowers	100 plants
	(f) Eliminating weeds	225 sq. ft.

These projects are frequently ommitted from the boys' long-time programs of supervised farming.

In order to round out the boys' training programs and to get accurate records of all jobs performed by them on their home farms, it is necessary to include supplementary farm jobs; and these should be planned for in advance and should be checked regularly by the instructor. The following supplementary jobs could well be included as a part of their farming programs:

Number of Boys	Kind of Supplementary Job	Size and Scope
20	Assisting with haying	2,700 tons
10	Butchering	20 head
7	Milking	60,000 lb. milk
8	Planting gardens	2 acres
5	Irrigating	150 acres
4	Castrating, branding, and dehorning	500 head
3	Repairing fence	6 miles
6	Hauling hay	40 tons
25	Pruning trees	2 orchards
1	Repairing screens	6

As soon as all boys have developed a list of major and minor jobs to be carried out in their supervised farming programs and these have been checked by the teacher of vocational agriculture, a detailed analysis should be made by the boys on what they propose to do in relation to each job, when they are going to do it, how it is to be done, and why they think this is the proper procedure to follow. The agricultural instructor then has a complete set of plans which he has helped the boys develop based on a careful analysis of the home farm survey and several meetings with the boys' parents.

Schedule of Farm Visits

With these plans well in mind, the instructor should make up his schedule of farm visits in order that he may see that all outlined practices are carried to completion. This checkup on the farm visits provides the doing end of the teaching program, since every opportunity should be utilized to the fullest extent in teaching all boys as many of the farm skills as possible which they will need to know how to perform in successfully carrying out their long-time programs of supervised farming. In addition, numerous field trips should be arranged during the school year to acquaint the boys with actual problems and to demonstrate how they can be solved properly. Scheduling of these field trips needs to be worked into the over-all supervisory plan if the entire program is to succeed.

The employment of a systematic procedure for the planning and supervision of farming programs assures effective participation by students.

Table I shows a listing of enterprises with a job breakdown for each. Table II gives a month-by-month description of when the job might be considered important from a teaching standpoint, and an asterisk denotes those jobs which should be supervised very closely during any particular month:

Table I. Enterprises and Job Breakdown

Beef	Sheep	Dairy	Swine	Poultry	Alfalfa	Barley
1. Selecting foundation stock	1. Determining possibilities	1. Selecting heifers	1. Determining possibilities	1. Selecting breed	1. Determining possibilities	1. Surveying farm needs for crop
2. Winter feeding	2. Selecting the breed	2. Feeding	2. Choosing the breed	2. Providing equipment	2. Choosing the variety	2. Choosing variety
3. Controlling grubs and lice	3. Breeding	3. Breeding	3. Judging swine	3. Placing pullets in laying house	3. Selecting the soil	3. Rotations
4. Care of cow at calving	4. Winter feeding: (a) ewes (b) bucks	4. Controlling insect pests	4. Constructing farrowing house	4. Culling	4. Fertilizing	4. Selecting the soil
5. Branding, vaccinating, & dehorning	5. Controlling disease	5. Dairy barn construction	5. Breeding	5. Feeding the laying flock	5. Preparation of seedbed	5. Preparation of seedbed
6. Breeding	6. Care of ewe at lambing	6. Care at calving	6. Controlling disease	6. Ventilation	6. Planting	6. Determining when to plant
7. Summer management	7. Controlling insect pests	7. Controlling diseases	7. Controlling parasites	7. Marketing eggs	7. Irrigating	7. Treating seed
8. Marketing	8. Shearing	8. Marketing milk	8. Feeding prior to farrowing	8. Selecting chicks	8. Harvesting	8. Planting
9. Feeding for junior show	9. Docking & castrating	9. Fitting for show	9. Caring for sow & litter	9. Preparing brooder house	9. Marketing	9. Harvesting
10. Fitting for show	10. Sorting lambs for market		10. Feeding pigs for show	10. Brooding		10. Marketing
11. Selecting for junior show	11. Summer management		11. Fitting	11. Feeding chicks		
	12. Culling ewes		12. Marketing	12. Controlling insects		
				13. Feeding broilers		
				14. Managing pullets on the range		
				15. Judging		

Note: Improvement projects and supplementary farm jobs should be planned with the productive enterprises and a schedule developed for checking these activities

Table II. Suggested Farm Visits by Months

Enterprise	September	October	November	December	January	February	March	April	May	June	July	August
Beef	* 1–8	* 2 & 10				* 3	* 3	* 4	* 5	* 6 & 7	* 11–7	* 7
Sheep	* 1–2–10	* 3–12	* 4	* 5	* 6		* 7	* 8	* 9–11	* 11	* 11	* 11
Dairy	* 3	* 8	* 7	* 5	4	* 4	1	2	6–9			
Swine	1	* 2	* 3	* 8	* 5–10	* 6–10	* 7–11	* 9–11	* 12	* 6–1	* 6–1	* 6–1
Poultry	* 3–4	* 5–6	* 7	* 1	* 2	8	* 9–15	* 10–11	* 12–13–14	* 14	* 14	* 14
Alfalfa	* 8	* 1 & 9	* 3 & 4	* 2			* 5	* 6 & 7		* 7	* 7	* 7
Barley	* 10		* 1	* 3	* 2	* 4	* 5 & 6	* 7 & 8				* 9
Total	11	10	7	6	6	5	10	11	9			

Fishing—a Farm Boy's Heritage

R. E. RAMSDEN, Teacher, Colfax, Illinois

MOST farm boys are interested in fishing, hunting, camping, and swimming. These outdoor sports have long been the recreational stand-bys of rural youth. Unfortunately, many farm boys live where facilities for such activities are poor or entirely lacking. As a result, most of them go for these things in a big way if given the chance.

I had this in mind when I approached the members of the Raymond, Illinois, chapter with the suggestion that we take a week's trip to Reelfoot Lake, Tennessee. They, as usual, were skeptical at first, but enthusiasm grew with each passing day until finally the trip became a reality.

Many of the boys who took that tour thru the hills of Kentucky, Tennessee, Arkansas, and Missouri, with a three-day pause for fishing and swimming at Reelfoot Lake, had never been out of the state before, and some had never been over 100 miles from home in their entire young lives. They had a chance to see how the other fellow lives, and it made a most profound impression. Then came the war, and such trips ceased for the duration.

Two years later I landed in Springfield, Minnesota. The war was still in progress, but camping trips were possible because of the short distances to neighboring lakes and streams. It was while I was teaching at Springfield that we discovered the amazing possibilities connected with Rush Lake, Ottertail County, Minnesota, as a Future Farmers campsite.

We were discussing our annual outing during a late winter meeting. The boys were dissatisfied with their old campsite; so we were shopping around for a new spot. A member suggested that we try Rush Lake; so we sent to Ottertail for literature concerning the resorts in that area. Several camps were recommended, but we finally settled on a resort that has since been sold and renamed Shady Grove Resort. This camp offered furnished cottages, sleeping six persons each, with electricity and gas for cooking. We reserved three of them and found the accommodations and service entirely satisfactory.

Trip to Minnesota Lake

I would like to say at this point that the word "resort" as applied to the camp on Rush Lake may be misleading. Unlike many so-called resorts (the word leaves a bad taste only too often in the mouths of decent people), this camp is clean, free from drunkenness, sells no intoxicating beverages, and is operated by a man who believes in order and decency. He simply will not put up with bawdiness or rowdy activities.

Rush Lake is a clear, cold body of water, about 6 miles long and 3 miles wide. It abounds with pike, walleyes, bass, crappies, bluegills, rock bass, whitefish, and bullheads. The beaches are sandy, and the lake is shallow enough along the shores to be safe for swimming. There is a little store at the resort; and the town of Perham, about 8 miles north, provides an excellent marketing center.

In 1945, I returned to my native state and took a position as instructor of vocational agriculture at Colfax, Illinois. Once again, now that the war had ended and transportation was possible, I recommended a fishing trip to Minnesota when the members of our Future Farmer chapter began to talk up a camping excursion.

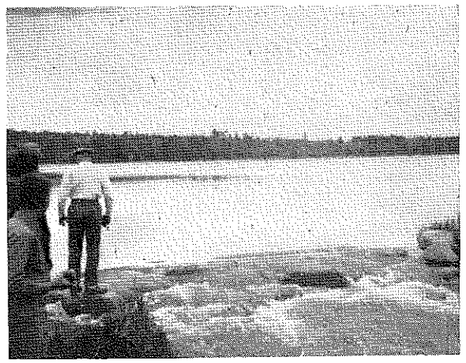
Most of the members had never been out of the state, and Rush Lake was 850 miles away in Minnesota. They did not think it could be done. Then, one or two of the boys caught the fever, and gradually we began to swing the thinking of the group our way. A committee contacted Mr. Heck, our principal. He was not enthusiastic at first, but a little talking won him over, and he took the matter to the school board. That governing body gave its consent, and the evening of Friday, May 31, 1946, our little caravan of three cars and 12 members rolled out of town toward Rush Lake.

We stopped in Rochester, Minnesota, and purchased licenses and added equipment. The boys were given a chance to see the famous Mayo Clinic. By sunset we were at Mille Lacs Lake and spent the night there. We breakfasted in Brainerd and drove to Itasca Park on a roundabout route thru Walker, past Leech Lake. By 3 o'clock, we were in camp at Rush Lake and settled for the week.

Then we began one glorious round of

(Continued on page 235)

Springfield, Minnesota, F.F.A. members packing fish for home. June, 1945



Colfax, Illinois, F.F.A. members at source of Mississippi River. Itasca State Park, June, 1946

Supervision and Individual Instruction in Agricultural Education*

Part II—Essentials of Effective Supervision and Individual Instruction

S. S. SUTHERLAND, Teacher Education, University of California, Davis

IN ADDITION to the general principles for developing favorable supervisor-trainee relationships, there are certain essential procedures particularly applicable to the training on the farm provided in vocational agriculture for high-school pupils and members of veterans, young-farmer and adult classes. Among these essentials are the following:

S. S. Sutherland

1. *The supervisor must know the trainee, his objectives, training conditions, and his limitations.* If the trainee is to be treated as an individual, it is obvious that the instructor must know him as an individual. The first job of the supervisor should be to find out everything about the trainee which may condition or influence his progress in training. Only by so doing can he know and help the trainee sense present problems and anticipate future problems. Only in this way will he be prepared to be of maximum assistance. Several of the first few supervisory visits may well be devoted to this matter alone.

Where an individual training program has been outlined in writing, as is required in most institutional on-farm training programs for veterans, the trainee's objective is a matter of record, and his training facilities may also be recorded, but there is still much other information which has a significant bearing on the training of that individual—information which is not on record and which must be obtained by the supervisor in person visiting the trainee and digging it out.

2. *The supervisor should have training and experience in the occupations for which his trainees are preparing.* This is basic to all good instruction and supervision, and its importance should be obvious. It assumes particular importance in agricultural fields since neither agriculture nor farming is one occupation in itself, but consists of many occupations, each with its own peculiar problems and subject matter.

The teacher who supervises the farming programs of boys enrolled in vocational agriculture or the special lay instructor who is responsible for the individual on-farm instruction of veterans will find it necessary to have a working knowledge of several types of farming and farm enterprises. Naturally it is doubtful whether he can be expected to be adequately prepared to assist every trainee directly on the basis of his own knowledge and experience. He should, however, be prepared to assist the trainee in the solution of the problems which he faces, either by knowing the answers or by being able to find them.

Perhaps as important as his knowledge of agriculture or the technical field in which the trainee is interested is a knowledge of sources of information and how to obtain assistance. Not only should the supervisor know these sources, but he should also train his students to seek out and use the numerous agencies from which help is available. Many federal, state, and private agencies provide such aids in the form of printed materials and personal services, and both instructor and student should utilize them to the fullest.

3. *The supervisor must keep informed regarding the progress which the trainee is making toward his training objective.* In order to "let the trainee know how he is getting along," the supervisor must first have that information himself, and have it available for use when needed. The importance of this principle has been recognized particularly in agricultural on-the-farm training for veterans. Among the criteria for approval of agricultural on-the-job training programs developed by the Interagency Committee for Development of Standards for On-the-Job Training is the following: "Adequate records are kept to show the progress made by the veteran toward his job objective."†

Records should also be kept of supervisory visits and of suggestions and recomendations made so that in subsequent visits a check may be made on what the trainee has done in terms of these suggestions. A simple form designed for this purpose is shown below:

RECORD OF SUPERVISORY VISITS

Elk Grove Union High School

STUDENT.....

ADDRESS.....

STATUS: Freshman, Sophomore, Junior, Senior, Young Farmer, Adult, Veteran.

Date	Recommendations	Accomplishments

† "Recommended Criteria for Approval of Establishments Offering Agricultural On-the-Job Training for Veterans," Dept. of Labor, May 29, 1946.

In institutional on-farm training programs in agriculture for veterans, a training outline and progress record form is filled out for each trainee at the time of enrollment or shortly thereafter. A copy of this should be in the notebook or folder of the supervisor as a guide in checking progress and giving instruction, and should be kept up to date at all times. Teachers of vocational agriculture follow the practice of recording their suggestions and notes during supervisory visits either in the farm record books of pupils or on special forms designed for that purpose. This practice is to be commended.

In addition to the records which he keeps, the supervisor may also require trainees under his supervision to keep diary records of training activities and to submit these records periodically for analysis and inspection. This is also an excellent device to keep the supervisor cognizant of the progress and of the detailed activities of the trainee.

4. *The supervisor must plan each visit carefully and around a definite purpose.* Unless supervisory visits *are* planned in advance and unless the supervisor has a definite objective in making the visit, there is grave danger of there being a good deal of wasted time and effort for both supervisor and trainee. Too often supervisors fall into the habit of relying on the inspiration of the moment, and of making supervisory visits with the fond hope that some problem will be in evidence or "turn up" during his call which will provide a basis for instructing or assisting the trainee. Sometimes he is fortunate, but more often he is not, and then his supervisory visits become just a visit and nothing more. A little time spent beforehand, a review of the trainee's objectives and problems will often enable the supervisor to arm himself with worthwhile materials to present to the trainee or with information pertinent to his problems.

While it is a good procedure to plan supervisory visits in order to be present and available to assist trainees with problems and situations when they arise, it is a still better practice to anticipate trainee problems and difficulties, and to time visits accordingly. Often a little guidance and assistance at the right moment will prevent a slight difficulty from growing into a major one. Likewise, instruction given just before a job is to be done or as the trainee starts work on it is likely to be more effective and functional than if attempted after the job is under way.

A good rule to follow is "Never make a supervisory visit unless you *have* something worthwhile to give the trainee." What is to be given the trainee may be something tangible, such as an appropriate book, bulletin, or device, or it may be a definite suggestion, a procedure to be demonstrated, assistance with some perplexing problem. Whatever it may be, it should be something the trainee needs, wants, and will use. If the above rule were religiously followed, perhaps fewer supervisory visits would be made, but the end product would be more functional assistance to the trainee. Furthermore, the most common question of the new supervisor, "What'll I do when I get there?," will be automatically and satisfactorily answered.

Needless to add, not only will the attempt to make each supervisory visit worthwhile result in better supervision and instruction, but it will cost less in both time and money.

5. *The supervisor should maintain satisfactory relationships with and between the trainee, the employer-trainer, parents, and others concerned with the training program.* It has been said that education is "giving the student an opportunity to learn." One of the important functions of the supervisor is to see that favorable conditions for learning and for progress are maintained on the job where the learner is being trained. Many of the inhibiting factors which tend to lessen the effectiveness of on-the-job training have their source in the wrong kind of working relationships. While this is true in all fields, it is particularly true in agriculture where the work place is generally the home and where relationships are consequently so close.

This has long been recognized in vocational agriculture, for experience has shown that by working with the parents of the pupil and obtaining their cooperation, often more can be accomplished than by working directly with the boy himself. Peculiarly, the mother often has more influence on the boy than does the father, and she should not be overlooked as a cooperator.

In adult training programs involving young-farmer and veteran groups particularly, there are employer-trainee, parent-trainee, and partnership relationships to be considered, and all are potential sources of difficulty.

One of the important things which the supervisor can do to keep these relationships functioning smoothly is to keep each person concerned fully informed regarding the training program, its purpose, its functions, and his part in it.

For nearly two decades, California has trained its teachers of vocational agriculture on a cadet or apprenticeship basis requiring the cooperation of many local school districts. Considerable difficulty was experienced in the early years of this program as a result of school administrators exploiting the prospective teachers placed with them for training. There was a tendency to assign trainees to routine tasks, to typical classes, to use them to drive school busses, take tickets at football games, or take charge of study halls, and to keep them at these duties at the expense of and in lieu of activities more in keeping with the positions for which they were being trained. The program could function effectively only after this situation was recognized and a systematic effort made to inform principals and supervising teachers of the purpose of the apprentice program, their responsibilities for training, the activities in which the trainee should receive experience, and the need for their cooperation.

It is equally important in all types of on-the-job training that parents, partners, employers, and all with whom the trainee must work understand their functions and responsibilities, and that the trainee also does his part in keeping relationships straight.

There is hardly a more important thing which the supervisor may do to insure the effectiveness of any type of on-the-job training than to recognize the important part played by the persons with whom the trainee works directly in his training program and to keep these working relationships functioning smoothly. Further, if the training program itself is sound, an informed person is likely to be a real cooperator.

All of the four general principles of "job relations" discussed earlier in this article should be important tools in the kit of the supervisor, to be used in maintaining and patching up relationships—tools that must be used constantly.

Individual Instruction

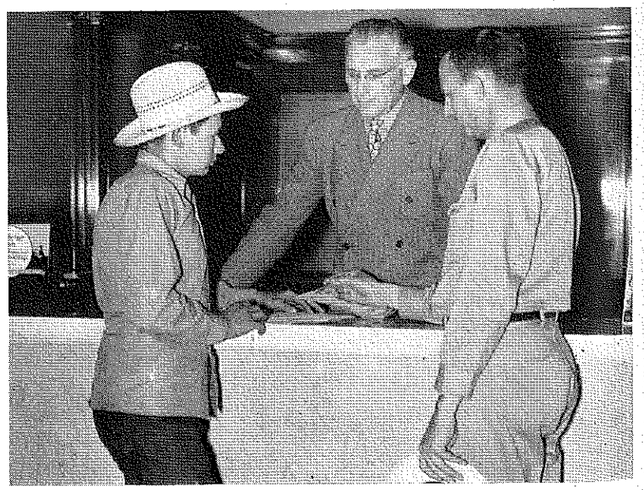
6. *The supervisor should limit individual instruction to individual problems and should correlate it with organized class instruction.* Effective as individual instruction may be, it obviously reaches its maximum effectiveness when properly used and when it is supplementary to organized group instruction. Individual and group instruction should be recognized as a team. Each has a specific part to play in a complete program of instruction; neither by itself is sufficient to supplement on-the-job experience.

Obviously, individual instruction should concern itself with those problems which may not be of general interest to the group as a whole, but which may be of primary importance to certain ones of the group. However, for the sake of efficiency, if nothing else, subjects which are of general application and value should be considered and taken up with classes and groups and not left for individual consideration.

Much can and should be done by the supervisor in his contacts with individual class members to identify problems which are being experienced by trainees generally and which might well be used as a basis for class instruction. Similarly, information and skills obtained by trainees in organized group instruction should be applied on the job. It should be the responsibility of the supervisor to provide assistance to the student when he attempts to apply what he has learned in class, and also to follow up and see that it *is* applied.

Thus, each type of instruction can be made to supplement the other, and by so doing, by maintaining this relationship between supervision and organized instruction, both may mutually profit.

There is a rapidly growing recognition of the importance of proper supervision and effective individual instruction in connection with all types of on-the-job training. The effectiveness of this type of instruction is enhanced when it is closely correlated and integrated with systematic class or group instruction, and based upon a well-selected and well-planned program of on-the-job activities. There needs to be much work done to develop and identify principles, methods, and practices of effective supervision and individual instruction if we are to use these tools as effectively as we now are able to use group methods of instruction. Supervision and instruction on an individual basis will perhaps always remain more difficult to do well, dependent as they are upon individual relationships, a field in which we as yet know far too little.



George Jenner, teacher, and James Gamble, student of vocational agriculture, at Santa Maria, California, discussing a project loan with the manager of a local bank. Young Gamble has a growing herd of purebred dairy cattle.—Photo by George P. Couper

*This is the second of two contributions on this subject by Mr. Sutherland. Part I dealt with general principles underlying supervision and individual instruction. The first article was used in the April 1947 issue.

Book Reviews

A. P. Davidson

The Preparation and Use of Visual Aids, by Kenneth B. Haas and Harry Q. Packer, 224 pp., illustrated, published by Prentice-Hall, Inc., 1946, list price $4. Designed primarily to show the way to greater effectiveness and efficiency in personnel training, sales demonstrations and displays, educational programs and advertising. The techniques involved in the preparation and use of visual aids should be helpful to teachers in any field. Appendix 2 pp. 189–214, listing sources of visual aids will be welcomed by teachers interested in using visual aids as a means of improving instruction. A.P.D.

Movies That Teach, by Charles F. Hoban, Jr., pp. 187, published by the Dryden Press, New York, 1946, list price $2.50. Educational movies grew up during the war, and their character changed profoundly, according to the author. The author presents a factual analytical account of the scope and extent of film use in war training, and analyzes the implications of this critically important war experience, with respect to schools, colleges, churches, and adult education programs. The text points out changes in educational approach that must be taken by movie producers, improvements that must be made in 16 mm. equipment, and new types of organization and administration that must be provided in film distribution and film library services—if educational movies are to be the great educational instrument that the war experience proved they could be. A.P.D.

A collegiate F.F.A. chapter was recently activated at Massachusetts State College with 15 charter members. The chapter has been designated as the "Stimson-Heald Chapter" in recognition of the services previously rendered by Dr. Rufus W. Stimson and Mr. Franklin E. Heald to the program of vocational agriculture in the state.

Farming Programs

C. L. ANGERER

How to Improve Supervised Farming Programs

TAL H. STAFFORD, District Supervisor, Asheville, North Carolina

Tal H. Stafford

IN DISCUSSING this problem, I assume that vocational agriculture is still an elective subject, that the teacher of agriculture and school officials have exercised care in enrolling students, being sure that each boy has a home situation which will permit him to engage in a satisfactory farming program. In this discussion no consideration will be given to that group of students in vocational agriculture who have been forced into the course to satisfy a first-year science requirement, to the misfits who have been dropped in our laps because agriculture seems to be a "crip" course, or to the "town boys" who have no farming facilities. These groups have no place in vocational agriculture. If a department is afflicted with students from these groups, the supervised farming program presents a difficult problem which should be dealt with in a separate article.

However, even with selected students, boys who are definitely interested in preparing to farm, supervised practice is, all too frequently, a weak link in our program.

The suggestions offered herewith, for improving supervised practice are not new. Frankly, I hesitate to present them because they are so elementary and fundamental. And yet, I can assure you, if a supervisor secures the cooperation of his teachers, and they, in turn, constantly hammer these fundamentals into their students, improvement in the supervised practice program as a whole is sure to come.

Points of Emphasis

Here are the eight things I emphasize in discussing supervised practice; namely, *selection*, *balance*, *ownership*, *varieties or breeds*, *cultural or management practices*, *effort*, *records*, *and thrift*. There will be a few words of explanation about each.

Selection

Within the capabilities of the farm, a boy should select projects which will challenge his interest and command his best efforts. There ought not to be an easy way to satisfy the supervised farming requirement. Keeping a record is not carrying a project. There is no better way to be sure that the student selects wisely than for all three—student, parent, and teacher—to sit down together and discuss the whole farm program. From a conference of this kind the boy's likes and dislikes in the farm program will be brought out, the parents' cooperation will be secured, and the teacher will have firsthand knowledge of a specific home situation.

Balance

Insofar as it is possible to do so, our supervised practice programs should reflect what Dr. Clarence Poe, editor of the *Progressive Farmer*, so aptly terms a "two-armed system of farming." Balance livestock with feed and cash crops. A feeder pig project, without a corresponding practice to provide feed for fattening, is a poor sort of thing, and yet we still have hundreds of pig projects which are nothing more or less than a sketchy sort of record on the family pork supply. I maintain, also, that a tobacco or cotton project, alone, provides a very one-sided method of teaching a boy how to become a farmer. It is wrong in principle because it fosters the idea of putting all of the eggs in one basket.

Ownership

This is mine! Is there anything more inspiring than these three words coming from a fine, upstanding youngster when he proudly shows you something that he can call his very own? Here again it is well to put first things first and that conference with all three—parent, boy, and teacher—is certainly a first step in planting an idea which should develop later into glowing pride of ownership. The boy must have a financial stake, whole, or in part, in his farming program. A long time ago it was written, and it is still true today—"When Johnny's calf becomes the old man's cow, Johnny's interest in his project is as dead as a doornail."

Standard for the area and recommended by the experiment station—purebred, of course, or, under exceptional circumstances, very high grades. We should not be willing to accept anything but the best. Poor seed, unadapted varieties, and scrub livestock have no place in a supervised practice program.

Cultural and Management Practices

Our agricultural experiment stations were established to develop thru research the very best practices to follow in any phase of a farming program. Teach these improved practices. Insist that they be incorporated into the student's project program. Farming like Dad is no longer a virtue, unless Dad has caught the vision of what must be done to succeed in a rapidly changing agriculture.

Effort

Give the project your very best. This applies, I believe, with equal force to student and teacher. The boy will go ahead with the project, after a fashion, even if he is never visited by the teacher, but the chances are that he will wind up with a poor product if the teacher shows his indifference by staying away. A teacher must keep closely in contact with the boy's supervised program, and a visit from him, with helpful suggestions, should be an inspiration to the boy. Don't ask me how the present-day teacher, with so many additional duties, can find sufficient time for project visitation. I'm not suggesting how time may be budgeted. I'm attempting to show how supervised practice may be improved. This much I do know, however.

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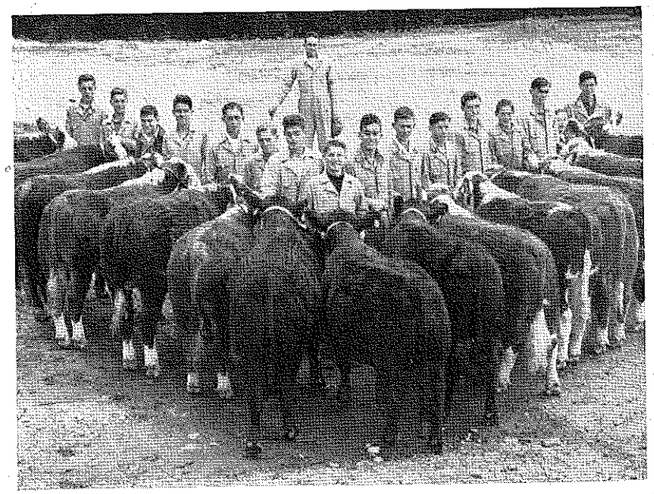


Fifteen baby beef calves owned by members of the Franklin F.F.A. chapter. E. J. Whitmire, teacher, in the background. These boys are learning to balance crops and livestock. They live on farms having some of the best pastures in the North Carolina mountains. In addition to beef, their supervised farming programs include pork, small grains, hybrid corn, and some include burley tobacco.—Courtesy of the *Country Gentleman*

Getting Young Men Established in Farming

J. R. THOMAS, Teacher Education, Virginia State College, Petersburg, Virginia

IN VOCATIONAL education in agriculture one of the aims of systematic instruction is to get young men established in some specific farming occupation on a satisfactory basis. This instruction is designed to equip these young men as fully as possible in (1) their managerial and operative practices, (2) their ideas and ideals as to rural living standards, and (3) their civic and recreational efficiency, and thereby aid them to secure and enjoy a fuller and happier rural life.

Recognizing the establishment aim, teachers of vocational agriculture in the Negro high schools in Virginia worked out a long-time training program which soon became known as "The Fourteen Point Program." This program received its name from 14 areas of training which the teachers felt were essential for the progressive growth of any young man whose goal is to become established in farming.

This "Fourteen Point Program" is made up of activities each of which grows out of specific training areas. In listing these activities no effort was made to arrange them in order of importance. These activities are:

1. Supervised farming
2. Mechanical phases of farming
3. Farm financing
4. Farm business agreements
5. Other farm business
6. Advancement of the farming status
7. Participation in home farm responsibilities
8. Promoting better family relationships
9. Social activities
10. Recreational activities
11. Citizenship activities
12. Religious activities
13. Educational activities
14. Home establishment

In order for a young man to become established successfully in keeping with the aims represented by these 14 activities, he and his teacher of vocational agriculture must work out an expanding program which incorporates such phases of each activity as may be needed. The farm-establishment program should have its beginning when the young man enrolls in vocational agriculture. It should continue to expand until he reaches the point of successful and satisfactory establishment in farming. This point is reached when the young man has complete control of a farm business.

The above-mentioned activities may be described in the following manner:

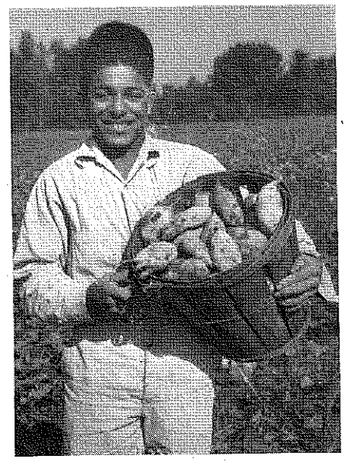
1. The development of an expanding program of supervised farming is the core of the entire "Fourteen Point Program." Most of the other activities are built around it, are governed by it, and evolve from it. It involves carrying out enterprises on the basis of efficiency of production along with accepted farm management principles, using recognized marketing and purchasing practices, and maintaining a farm program in terms of accepted principles of farm organization.

2. The mechanical phases of farming activities grow out of the expanding program of supervised farming. It includes those mechanical skills which need to be done on the farm and should lead to the establishment and maintenance of a home farm shop.

3. Financing farm activities involves securing needed funds, investing these funds wisely, budgeting, and keeping farm accounts.

4. Securing full control and management of a farm business should advance as rapidly as conditions justify. This involves a business agreement best suited to the situation between the young man and another individual with whom he has a business relationship at the time. Various agreements are needed in connection with the supervised farming program, the status program, and the family-relationship program.

5. Business transactions other than farm agreements play an important part in becoming established in farming. The business program includes such activities as writing business letters, transacting banking activities, ordering supplies, and understanding laws pertaining to the farm program.



Young farmer attains quality production.—Photo by U. S. Office of Education

6. Most young men make their start toward establishment in farming on their parents' farm and on an allowance basis. Advancement from this status to a higher status, and on up the occupational ladder, must be well planned and carried out as rapidly as conditions will allow. Recognition must be given to the steps commonly taken in becoming established in that community. Opportunities for taking such steps are an essential source of information needed by both the teacher and the young man.

7 and 8. The young man who lives with his parents has some obligations to the home farm program. His participation here has some bearing upon the rapidity with which he advances toward establishment. Recognition of these facts must be made in planning his long-time farming program. Consideration should also be given to the many problems which go along with joining heirship of the family estate.

9, 10, 11, and 12. The social, recreational, citizenship, and religious activities must be included in the long-time planning if accepted ideas, ideals, attitudes, and interests are to be developed as the young man advances toward his establishment goal in rural living.

13. An educational program should not be overlooked. Keeping abreast with the changes taking place in the field of agriculture is essential. The young man should be stimulated to learn about the new operative and managerial skills which aid him in making the greatest amount of progress in his chosen occupation. This planning should include attending young-farmer and adult classes, short courses, forums and farmers' conferences, subscribing to publications, and making regular visits to fairs and expositions.

14. At some point in his progress, the necessity of the establishment of one's own home becomes apparent. This presents many training problems which have considerable bearing upon his success in getting established in the farming occupation of his choice.

The most difficult task which a teacher of vocational agriculture has is getting young men established in farming. However, no other task pays higher dividends. Some of the more essential requirements in accomplishing this objective are:

a. The young man must really want to become established.
b. The teacher must do a thoro job of follow-up instruction and keep in close contact with the young man at all times. The closer the supervision the greater the success.
c. The establishment program should be developed while the young man is enrolled in vocational agriculture. His supervised farming program should be as large in scope and number of enterprises as possible, and it must net the young man a good profit. Growth of this program over the years is essential.
d. The supervised farm-practice program should maintain a large number of managerial and operative skills.
e. The teacher must have an intimate knowledge of the young man's family and his family background.
f. The teacher must secure the confidence of the young man thru the ability really to help him with any of his problems. He must also have

(Continued on page 238)

Teacher comes out to the farm to aid the young man with his supervised farming program.—Photo by U. S. Office of Education

J. N. WEISS

Farmer Classes

R. B. DICKERSON

Veterans' Training Committee

A. G. MOFFET, Special Instructor, Warrenton, Virginia

THE organization of a veterans' training committee composed of farmers, businessmen, and agricultural leaders has been a valuable asset in establishing and conducting institutional on-the-farm training for returning veterans in Fauquier County, Virginia.

The Fauquier veterans' training committee was organized under the direction of W. R. Legge, district supervisor of vocational agriculture, in May, 1946. The primary purpose of such a committee is to act in an advisory capacity to the instructor of the institutional on-the-farm training program.

The aims of the Fauquier veterans' training committee as outlined by its present chairman, W. M. Black, farmer and veteran of two wars, are as follows:

1. To assist in setting up appropriate wage scales for the different training objectives on the farm

2. To assist in settling disputes and to recommend cancellation of contracts in cases where either the employer or veteran is not satisfactorily fulfilling his agreement

3. To assist the Virginia State Board of Education in approving or disapproving farms as training institutions for veterans

4. To advise veterans on such matters as government loans, purchase of land, educational opportunities, and openings for available employment in the county

5. To review the progress of each of the veterans in training and to make recommendations as to their continued period of training.

The county committee is organized into three subcommittees, whose members are geographically located to serve veterans in all sections of the county. The responsibilities delegated to the subcommittees are listed as follows:

1. Institutional on-the-farm training committee
   a. Approve or disapprove farms as training institutions for veterans
   b. Recommend cancellation of contracts
   c. Assist in hiring additional instructors
   d. Advise the instructor in matters pertinent to instruction and progress of the program.
2. Loans, purchases, and business-opportunities committee
   a Advise and assist veterans desiring to obtain G.I. loans
   b Advise veterans desiring to purchase farms, homes, and real estate
   c Advise veterans desiring to establish small businesses.
3. Educational committee
   a. Advise and assist veterans that desire professional training in college.

The veterans' training committee is organized on the county level so the committee can consolidate its activities and co-ordinate with those of veterans' organizations and the Veterans Administration in the handling of veterans affairs. The committee is composed of two bankers, two farmers, a merchant, a farm-machinery dealer, a superintendent of schools, a Production Credit Association representative and one instructor of vocational agriculture. The instructor for the institutional on-the-farm training program is not a member of the committee as one agricultural instructor represents the interests on the committee of all such instructors within the county.

The effectiveness of such a committee as outlined above will depend on the individual interest of the committee members and the responsibility the instructor delegates to the committee. The institutional on-the-farm committee reviews the financial statement of the veteran and also an inventory of the farm business before the veteran is admitted in the training program. It is the duty of that same committee to consider the proposed program of instruction as it relates to the veterans' training objective and to approve the business agreement between the farm owner and the veteran. After duly considering the above factors, the committee will then approve or disapprove the farm as an adequate training institution for the veteran. The members of the committee take into particular consideration the size of the farm business and the facilities that are available to train the veteran for his specific training objective.

The personnel of the veterans' training committee in Fauquier County, Virginia, includes two farmers, two bankers, a merchant, a farm-machinery dealer, the school superintendent, a representative of the Production Credit Association, and teacher of vocational agriculture

Meetings of Committee

The veterans' training committee meets once each six months to receive a report from the instructor as to the progress of the training program and to review the program of instruction of each veteran in training. The committee will then make recommendations based upon the following questions:

1. Is the training objective suited to the individual?
2. Does the farm business justify the veteran to continued training for his training objective?
3. From progress made, is the veteran justified in continuing training?

There are definite advantages in organizing such a committee for conducting institutional on-the-farm training. The committee has knowledge of the veteran, his farm, his family, his background, and can make intelligent decisions. It establishes the confidence of farmers in the program to know that such men as the members of the committee are supporting the institutional on-the-farm training. It aids the instructor as it insures the cooperation of agricultural leaders and agencies in the county and relieves him of any embarrassment he might feel in disapproving a veterans' entrance in the training program when the training facilities are not adequate.

The organization of a veterans' training committee has met with the approval of the Virginia State Board of Education and the Veterans Administration serving this state. The State Board of Education has recommended that each county within the state organize such a committee to assist in conducting institutional on-the-farm training for veterans.

Over 175 prospective instructors, who plan to teach in the farm training program for veterans, completed a six-day training course at the Middle Tennessee State College, Murfreesboro, in March. The training course was conducted by H. N. Parks, supervisor of vocational agriculture for middle Tennessee.

Our Postwar Specialty Is Veteran Training

JAMES F. GALLANT, Essex County Agricultural School, Hathorne, Massachusetts

THE training of world war veterans has become a postwar specialty at the Essex County Agricultural School at Hathorne, Massachusetts. An average of about 110 veterans is under instruction, some on an assembled basis and others on full-time placement training. In a previous article (August 1946) two cases of veterans training on the assembled basis were described.

The other type of program calls for placement of veterans on a full-time employment basis. A special corps of instructors, who do nothing but train veterans on the job, is employed for this work. Two case studies of this type of training program are presented herewith.

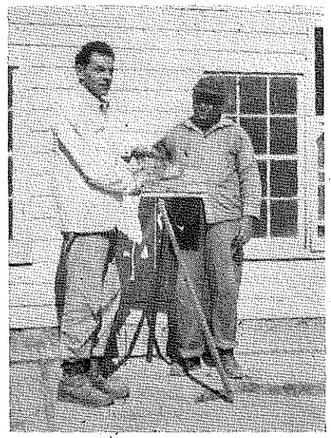
Case No. 1. Harold M. Kelly

Harold M. Kelly of Beverly, Massachusetts, was graduated from the Essex County Agricultural School in 1942. After a period of service in the Navy, he took action on plans for training in agriculture. While in the service he inherited a New Hampshire farm which had previously carried poultry and fruit enterprises. Feeling that he was not quite ready to operate the farm on his own, he signed up for a four-year training program under the school. The first two years of this program are on a placement training or employed basis where he can obtain the necessary high-level operational and managerial skills necessary to carry on successfully the business he contemplates in New Hampshire. The last two years of the program will be on an establishment basis on his own farm.

Veteran Kelly now works for a leading fruit grower in Essex County. On this farm he is getting the kind of experience that he will need when he operates his own fruit business. On this farm up-to-date methods are employed, modern machinery is used, and the employer is of the highest grade and cooperates fully. Kelly performs all the jobs to be done on the place, and many of them are of a managerial nature. He is given a good deal of responsibility, such as handling harvesting and packing labor, doing spraying and dusting jobs, and selling fruit. He is consulted on the important problems, and, as a matter of fact, the employer, the student, and the agricultural instructor frequently confer on current problems on the farm.

Each week Mr. Kelly receives a visit from Instructor G. M. Wood of the school staff. This visit features a three-hour lesson, and is conducted at a specified time on a given day. The time may be changed (altho this is rarely done) by either the instructor or the student for good reasons, such as the pressure of seasonal work, if sufficient advance notice is given.

The lesson usually deals with a current problem of the farm. Mr. Kelly spends at least seven hours each week in study, preparing for the lesson. He writes up each lesson in a large-sized loose-leaf notebook for Mr. Wood's inspection and rating. Discussion follows and questions are answered, and demonstrations and other instruction are given. The lessons are labeled, numbered, dated, and indexed. Mr. Kelly also keeps in a small pocket-sized notebook a record of the daily jobs performed, hours worked, money earned, and other important observational notes for future reference. Instructor Wood records on the visit slip the highlights of the instructional period and notes the assignment for the next lesson. Besides textbooks, the study material includes federal and state bulletins, publications, and periodicals. Current clippings from periodicals loaned by the instructor have been useful as collateral reading to stimulate interest, broaden perspective, and indicate sources of information. Veteran Kelly has attended many county and state fruit growers meetings in Essex and neighboring counties.



Veteran Villanti has full responsibility for the poultry interests on the farm where he is employed. With the assistance of his co-worker, J. L. Johnson, a Negro veteran, he expects to caponize 1,000 birds in 1947

Case No. 2. Dominick A. Villanti

Before the event of World War II, Dominick A. Villanti of Ipswich, Massachusetts, was an engineer in New York State. He raised pigeons and squabs as a hobby, and he looked forward to the day when he could operate a poultry business of his own. After serving as a locomotive engineer in the E.T.O. during the war, Villanti was able to take the first step on his road to establishment as a poultryman.

In May of 1946, Villanti enrolled at the Essex County Agricultural School for a four-year program, with two years placement training and two years establishment. Thru the cooperation of the Marini farm in Ipswich, veteran Villanti is making amazing progress in acquiring the necessary skills for successful, high-level management of a poultry farm. He took over the management of 2,000 layers, 1,000 broilers, 1,500 capons, 3,000 pullets and cockerels for breeding on range, and 300 turkeys. He soon learned procedures for killing and dressing (semi-scald machine picking) of fowls, broilers, roasters, and turkeys, as he had to keep a fresh supply in the farm freezers thruout the season.

According to Mr. Louis M. Moseley, his visiting agricultural instructor, he successfully used sulphaguanadine against coccidiosis. He has persistently maintained low mortality and high production (75 to 80 percent).

Showing outstanding interest in work and study, he has learned from every available source; i.e., specialists from the school, specialists from the feed companies, and from standard reference textbooks and poultry bulletins. Villanti is probably one of our most aggressive students. On September 28, 1946, with short notice and no special preparation, he took an examination and is now qualified to select breeding stock on farms where eggs are sold for hatching under the selective breeders' program.

Just recently he began to practice caponizing, and Mr. Moseley plans to give him several demonstrations during the season to prepare him for his job of caponizing 1,000 6-weeks old cockerels this year. Mr. Moseley has noted four improved practices which Villanti has put into effect on the Marini farm.

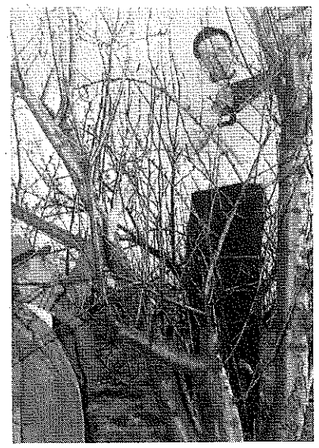
Improved Practices

1. Trays installed at entrance to all brooder and growing pens with disinfectant mats (for checking spread of disease)
2. Effective use of hydrated lime in deep litter. Kept litter dry (in fact he started with wet litter which he treated with hydrated lime and then spread on a layer of lime) on floors that have previously never been dry except by complete change
3. Constructed disposal pit (sanitary disposals of dead and diseased birds)
4. Cod-liver oil in scratch was fed to pullets when first confined to laying quarters last fall, and for the first time on the farm no soft shell pullet eggs were dropped. (This may be a coincidence, but the theory is that the calcium was more readily assimilated.)

Starting on September 1, the Marini brooding program called for 1,500 chicks per month. Villanti has full responsibility for the poultry interests on the Marini farm, and to date he has successfully reared 13,400 chicks, and more are coming each month. Mortality has rarely exceeded 2 percent per batch.

Now as the program expands, in-

(Continued on page 235)



Navy veteran Harold M. Kelly receives instruction in pruning on the job from his instructor, Clarence M. Wood

Utah Young Farmers Hold Fifth Annual State Convention

MARK NICHOLS, State Director Agricultural Education, Salt Lake City, Utah

Mark Nichols

UTAH Young Farmers held their fifth annual state convention in Salt Lake City on February 14–15. Two hundred twenty-five Young Farmers from 20 chapters were in attendance. Each chapter was encouraged to send five official delegates and as many other members as possible. This state convention surpassed all others in interest and enthusiasm.

The Young Farmers of Utah held their first state convention in 1939 at which time a state organization was established. A state Young Farmer constitution and bylaws were drawn up and adopted at the 1940 convention. At the 1941 state convention a yearly program of activities was drawn up. This concerned itself chiefly with district and local chapter activities. Much concern was then manifest as to who was a Young Farmer. The concensus of opinion at that time listed him as a young man who was in the process of becoming established in farming, who had graduated or left high school (post-high school age) and who affiliated himself with a local chapter of Young Farmers in the pursuit of an educational program meeting the standards set forth by the State Board for Vocational Education. The upper age limit has never been defined. The Young Farmers themselves prefer to leave it indefinite. This has been a hot issue at two state conventions. Very few Utah Young Farmers are beyond 30 years of age. Most of them are 18 to 25 years.

World War II interrupted the Utah Young Farmer program as such and no state conventions were held until 1946 when the fourth annual convention convened in March. At that time interests were rejuvenated, the state constitution and bylaws were revised slightly, and the program was off to a postwar start.

A number of new features were added to the 1947 convention which hold promise of becoming permanent. A public-speaking contest on the subject "Cooperation" attracted contestants from 10 chapters. These young men carried on largely under their own steam, with very little help from local advisers. Members of the State Council of Farmer Cooperatives acted as judges. The two high winners were honored by repeating their speeches at two regular sessions.

The state is divided into four districts in the Young Farmer organization. Two directors from each district together with the state president, vice-president, secretary-treasurer and state adviser (state supervisor) constitute the state Young Farmer executive committee.

Organized by Districts

Each district held a meeting during the state convention. On this occasion a district "Chapter of the Year" was designated, and a "Young Farmer of the Year" was elected. A great deal of interest and friendly competition was evidenced in these selections. The "Chapter of the Year" selection was made on the basis of cooperative activities, community service, and farming programs. A member from each chapter gave an account of his chapter's activities during the past year, and the selection was made by majority vote. The outstanding "Chapter of the State" was then chosen.

The "Young Farmer of the Year" for each district was chosen in a similar manner. The district winners then were considered for "Young Farmer of the State" and one of them received this recognition. These young men were selected on the basis of leadership, community service, and farming activities.

One hundred official delegates and advisers at the 1947 convention of the Utah Young Farmer Association. A program of work involving state, district, and local activities was developed during the convention

their partners was held in one of Salt Lake City's best hotels at which time chapter charters were given to 20 chapters who have qualified for such (43 percent of the departments of vocational agriculture). Distinguished chapter certificates were awarded to the district "Chapters of the Year" and an appropriate plaque was given to the "Chapter of the State." Similar recognition was given to the district "Young Farmers of the Year" and the "Young Farmer of the State." Speakers received plaque awards from Utah's largest farmer cooperative.

The second day of the convention was spent in discussing a program of activities which chapters may use as a guide in setting up their own programs of work. A few state activities were adopted as well as some district activities. Most of the work, however, concerns the local chapters. Representatives from each chapter reported major activities accomplished during the past year as well as those now in operation and those planned for the coming year.

Utah Young Farmers regard their state convention largely as a medium for the exchange of new ideas. Records of chapters and individuals with outstanding accomplishments tend to "fire up" the imagination and zeal of those who "lack religion." State-wide projects will generally be few. District activities, however, should be more numerous in the opinion of the Young Farmers.

The desirability of a state-wide Young Farmer organization is questionable in the minds of many leaders in agricultural education thruout the country. This problem in Utah is still not "out of the woods." It does seem, however, after holding five state conventions that a state organization, state constitution, and bylaws, state conventions, and state adopted program of activities are real morale builders for local Young Farmer programs.

Farming Programs

(Continued from page 230)

Teacher and student must give the project their very best. Visit one of our junior livestock shows. Pick out the poorly fitted F.F.A. animals. Peer a little, if you can, into their history. You will find, I'm reasonably sure, that the boy owner has been on his own with little or no help from his teacher.

Records

The successful farmer is a good businessman. He keeps a record of his operations. The boy should be taught, at the very beginning, the value of records. Our reports require a record of supervised practice, and teachers usually come up with these records, but how they are able to compile them from some of the shabby student record books I find in many parts of my district, I shall never be able to know. The record is a very important part of the project. Students must be taught how to keep good records.

Thrift

We will assume that a good, well-balanced supervised practice program has been brought to a successful conclusion and the product, or products, have been sold. Before we write finis on the bottom of the balance sheet, a part of the income must be tucked away in a savings account or reinvested in farming. *Teach thrift!*

Effective Teaching of Adult-Farmer Classes

REX E. RUCH, Teacher, Denison, Iowa

Rex E. Ruch

EFFECTIVE teaching of adult-farmer classes just does not happen by chance. Tireless effort is necessary. In the writer's estimation the following steps must be taken to achieve effective results:

1. Analyze community educational needs
2. Decide upon objectives to be accomplished to fulfill educational needs
3. Create feeling of need for enlightenment
4. Provide educational opportunities
5. Prompt farmers to action
6. Assist farmers in action programs
7. Follow up to measure results

Let us take the problem of control of "Helminthosporium" oats blight as one in which farmers need enlightenment. It is distinctly a problem, as the common Victoria-Richland strains of oats comprise a very large percentage of the oats acreage in Iowa; and, unfortunately, Boone, Tama, and other similar varieties of oats all lack resistance to this disease. Specialists tell us that yields of these oats varieties may be reduced next crop year as much as 30 percent from the blight.

Farmers lack understanding as to how to control "Helminthosporium" effectively. Step No. 1 has been taken. We have decided that there is a need for information on the blight.

For step No. 2 let us set up the following objectives:

1. Acquaint farmers with possible yield reduction from the blight
2. Explain nature of injury by showing diseased oat seed and diseased seedlings
3. Provide information on blight resistant and susceptible varieties of oats, and assist in purchase of resistant seed
4. Acquaint farmers with effects of seed treatment with new improved Ceresan
5. Construct seed treater and treat seed oats as a demonstration, explaining correct usage of improved Ceresan dust
6. Distribute plans for making seed treaters
7. Explain other means of seed treatment with portable treaters or at commercial plants
8. Make seed treaters in school shop for farmers
9. Assist farmers in seed treatment at home
10. Check results of seed treatment.

The writer secured diseased Tama oat seed from the plant pathology department at Iowa State College, Ames, Iowa. One sample was treated, the other not treated at the college. Members of the farm crops class planted the untreated and treated oats in greenhouse flats three weeks in advance of the meeting date. Replicate plantings were made and grown at the Denison greenhouse. These flats of growing oats were on display at the meeting when a committee of crop students explained the symptoms and effects of the disease.

A baffle-plate seed treater was constructed by the shop students, and a demonstration of seed treatment given by students at the adult meeting. Flour was substituted for Ceresan to prevent danger from the poisonous dust when used inside in close quarters. A four-pound can of Ceresan dust was given away as a door prize, and a baffle-plate treater was sold at cost to the lucky winner of a draw.

Seed Treaters Ordered

The night of the meeting 10 seed treaters were ordered to be made by members of the farm shop classes. Plans for construction of treaters which had been previously obtained from the college at Ames were distributed to 50 farmers. A seed treater was later placed on display in the A.A.A. office together with plans for construction.

Dr. Donald M. Coe, extension plant pathologist, from Iowa State College spoke to the group of approximately 75 farmers. He was pleased with the groundwork laid in advance of the meeting and congratulated the boys on the effectiveness of their demonstrations.

A good sound motion picture on seed treatment would have added to the effectiveness of the program, but it was impossible to schedule one on the date of the meeting.

In all, 12 letters were written in planning this one meeting, and a trip was made 100 miles to the state college to make arrangements for seed and other educational materials. It also required considerable effort to make local arrangements, such as obtaining greenhouse flats and securing cooperation of the local greenhouse operators in growing replicate plantings.

Meeting notices were mailed to 150 farmers and adequate publicity was provided for in local papers. Arrangements were made with the local county agent to secure the extension speaker, and his cooperation was secured in providing additional publicity.

Step by step, each objective was reached, and it was indeed gratifying to see the educational imprint take form. At the conclusion of the evening school a questionnaire revealed the following:

Sixteen evening-school members will grow 385 acres of blight-resistant seed oats as a new practice. Twenty-six members indicated that they would treat 1,984 bushels of seed oats with new improved Ceresan dust. Ten farmers have ordered seed treaters made in the farm shop with 4 treaters completed to date. Many more have secured plans for treaters and will make them or will have them made. Treaters will be loaned from farm to farm. Many bushels of oats will be treated.

In summary, let me again state that effective adult teaching does not happen just by chance. One must recognize community needs, and do much planning if effective educational results are to be obtained. After 18 years of teaching in one community, I am convinced that farmers will attend adult evening-school meetings regularly year after year if they are rewarded with well-planned educational assistance.

Veteran Training

(Continued from page 233)

volving dressing of broilers and roasters, cleaning brooder houses for new batches, etc., Villanti would be swamped but for the assistance of his co-worker, Johnnie Lee Jackson, a Negro veteran from Georgia. Jackson is training on the same program, but is taking a more general course, including vegetable growing, fruit production, dairying, and poultry, and he is dependable in the field, in the dairy barn, and with poultry. Recently due to the pressure of Villanti's work, Jackson has taken over the management of 2,000 layers. Production has been maintained, and all work done promptly, even allowing Mr. Marini to spend several weeks at his farm in Florida.

Villanti is now ready to take the second step towards establishment. He has started construction of a turkey platform and shelter on his own place and plans, with the help of Mrs. Villanti, to raise 300 broad-breasted bronze turkeys this summer.

Cases Representative of Entire Program

The veteran training programs just described are fairly representative of the 58 veterans we now have, as of this date, on full-time farm placement training. Most of them are at present in the employment stage. Others, like Villanti, have stepped up the employment-ownership stage. Still others are operating farms on a partnership basis, and a few have established firm footholds as owners. Other veterans are being guided to profitable establishment as managers, foremen, or skilled workers in agriculture or related occupations. All have streamlined programs, tailored to meet their individual needs in the fields of agriculture common to Essex County. Typical training objectives are in the fields of dairy farming, milk processing, field crops, poultry farming, large fruit growing, market gardening, small fruit growing, small animal farming, ornamental horticulture, greenhouse production, and flower shop management.

Veterans on full-time placement training receive a yearly minimum of 150 hours supervision and instruction on the job, 250 hours assigned related home study, and 2,400 hours job experience.

Fishing—a Heritage

(Continued from page 227)

fishing, swimming, and boating. We fished on the lake by day for game fish and in the river at night for giant bullheads. We saw hundreds of ducks and dozens of loons, and even a few deer. The terns that constantly followed our boats were a source of endless amusement as they dove thru the air and caught tossed minnows on the wing or scooped them up deftly from the surface of the lake.

All too soon our week was gone, and we started home with tubs of fish and memories that will live on forever.

This June we are going back. Our reservations are made, our transportation arranged. Once again we will stand on the clear cool sands or glide over the clear cold waters teeming with fish and revel for one whole week in the heritage that is still ours.

Future Farmers of America

A. W. TENNEY

Reorganizing State F.F.A. and N.F.A. Conventions Into Leadership Training Schools

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

T. G. Walters

IN PLANNING the program for state F.F.A. and N.F.A. conventions it is important to consider what is expected to be accomplished by bringing together delegates from all chapters in the state. Since the groups were organized to develop competent, progressive, rural and agricultural leadership, the program at the state convention should be built around worthwhile undertakings which will give the greatest individual participation possible. Therefore, delegates at the convention should be encouraged to assume responsibility in order that they may be able to receive training and be prepared to carry the burden of leadership that falls upon the shoulders of local chapter leaders.

Too often programs for the state convention include too many adult speakers and livestock-judging contests, all of which are good in their place but do not serve to give an opportunity for F.F.A. and N.F.A. members to practice and develop leadership qualities.

Purposes of Conventions

To organize the program at the state convention to include leadership training, the program committee should have definitely in mind the reasons for holding a convention. Probably the major purposes are as follows:

1. Conduct the business of the state association
2. Plan the state program of work
3. Train and inspire chapter delegates
4. Exchange ideas pertaining to chapter activities.

After the purposes have been decided upon the next step is to make plans as to how to conduct the convention in order to accomplish these purposes. The following are a few suggestions:

1. A state convention should be conducted by state officers and delegates.
2. Each chapter should have at least two delegates present, preferably the newly elected president and secretary or first vice president, with expenses paid by the chapter.
3. Plan a definite daily program.
4. Give opportunity for delegates to participate on program.
5. Give opportunity for committees to function properly.
6. Adult participation should be limited.
7. State officers should have major responsibility of program.
8. Teachers of vocational agriculture attending the convention should be given definite responsibility as counselors.
9. Teachers not needed as counselors or leaders probably should not attend.
10. Do not hold long sessions.
11. Plan recreational activities.
12. Have fun along with the work.

In order to clarify the foregoing suggestions, the program which has been followed at the state convention of the Georgia Association of Future Farmers may be used as a guide. The delegates from the various chapters assemble at the state F.F.A. camp on Monday with transportation being furnished in school busses or by a select group of teachers bringing four or five boys in each car. As soon as the delegates arrive, they register, pay their expenses, and are assigned to cottages with an adult leader. The program for Monday night may consist of the state public speaking and quartet contests or a get-together meeting with a movie and announcements.

Divided Into Groups

The main program of the convention starts on Tuesday morning at 8 a.m. with all delegates meeting together for the first session. At this time the minutes of the last convention, the report of the state officers, and report of the executive secretary are given. At this first meeting the general outline of the convention is discussed and plans are made for the leadership training course. The delegates are divided into at least six groups, and assignments are announced. Prior to the convention a select group of advisers or other persons who have agreed to teach one of the courses in leadership training have prepared information on some phase of the F.F.A. program. These persons are present at the first session and are introduced to the delegates. Announcements are made giving the meeting place of each group. The meeting is then adjourned for a short recess.

About 9:15 a.m. the first session of the leadership training program is held. The courses conducted last year were:

1. Attaining degrees in F.F.A. work
2. How to plan and conduct regular programs and special programs such as father-son banquets
3. How to set up a program of work
4. How to perform the duties, conduct and responsibility of officers
5. Keeping records and making reports
6. Publicizing the F.F.A.

The instructors rotate by groups in order that all present are given an opportunity to receive training in all six courses. Approximately two hours each day is devoted to the leadership courses.

Each morning the delegates meet for an official session of the convention. At this session the business of the state association is discussed along with special reports on individual chapter activities. Time is also given for a free discussion by all delegates relative to their ideas on how the state F.F.A. organization should be operated to give the greatest service to the local chapter.

After the business session and a short recess the delegates assemble for a special session. At this session an outstanding speaker is present to make an inspirational talk to the delegates. At each general session the delegates participate in group singing and special music. The only difference in the program after Tuesday is that the leadership training program

(Continued on page 238)

The state camping facilities are used by the Georgia Association of F.F.A. for conducting the annual convention. A week is devoted to leadership training and conducting the business of the state association

Professional

S. S. SUTHERLAND — B. C. LAWSON

Brazilian Agriculture—Early Impressions

SHERMAN DICKINSON, Chief of Party in Brazil Cooperative Agricultural Program

I AM going to write this article in the first person, much as I would write a letter to any of my agricultural education friends in the United States. This is not an "official" communication in any sense, but is merely an informal presentation of my first impressions, and subject to the usual shortcomings of such early impressions. Later impressions may either modify or reinforce those presented herewith.

Everyone who has had fifth-grade geography knows that Brazil is a big country, but very few well-informed persons realize *how* big. Brazil is larger than either Europe or the United States; it occupies one-half of the area of South America; it extends from 5 degrees north of the equator to 33 degrees south, and from 35 degrees to 75 degrees west longitude. The official language is Portuguese, but spoken with such diversity that natives of various sections often have difficulty in talking with others.

Brazil is as variable in climate, topography, population, and other characteristics as any country on the globe. In Rio Grande de Sol the winter months are cold, with snow and freezing temperatures; in Amazonas on the equator, the climate is torrid thruout the year. Jungle overruns millions of Brazilian acres; millions more are desert, drouth ridden except for meager rainfall a month or two of the year. The country is broken up thruout with numerous mountain ranges, so rugged and barren as to serve no other purpose than that of presenting magnificent scenery. In such sections, mining and forestry are the only basic occupations possible. Much of the interior is plateau land, at an altitude of 2 to 3 thousand feet, and such land may be fertile and productive. The best agricultural soils are normally found, as in most countries, in the river bottoms, but constantly recurring and uncontrolled flooding often makes crop production difficult. Crop production is also complicated by the extremes of precipitation and drouth which occur in many regions.

Soil Poorly Managed

I have visited the "interior" in the states of Rio de Janeiro, Sao Paulo, and Minas Gerais. So far, only in Sao Paulo have I seen extensive farming areas, the other states being very mountainous. There is a great coffee region in central Sao Paulo, with many fazendas consisting of several thousands of acres. The soil is a dark red, and at one time was extremely fertile. Improper farming practices, however, have lead to a serious depreciation of fertility, and in many areas, to a rapidly accelerated erosion. The coffee trees were planted with no regard to contour, and the cultivation over many years has resulted in washing, and a consequent greatly reduced production.

Other field crops of considerable importance are rice, sugar cane, wheat, and corn. Per-acre and per-man production, however, is relatively low, so that there is seldom a surplus produced beyond that needed for domestic consumption. During the last three months there have daily been long lines on the sidewalks, waiting to purchase wheat bread, sugar, meat, fats, and milk. Even orange production has been greatly reduced, due partly to improper growing practices, and partly to the inroads of disease which has not been properly controlled. The production of vegetables is particularly limited, and varieties grown and poor marketing practices have caused much of the population to eat less vegetables than good health dictates. Relatively low

Sherman Dickinson at a Practical Agriculture School in the state of Sao Paulo, Brazil

and poor-quality production of the products of the farm has lead to poor health among much of the population, which can be attributed to poor nutrition.

The livestock side of the picture is probably even worse. Workstock on the small farms, aside from the human variety, is usually confined to oxen, of the Zebu type. Altho these animals are patient and strong, they are slow, awkward, and apparently allergic to walking in a straight line. It usually requires two persons to work them, a boy to lead and guide, and a man or woman to handle the plow or other implement. As an example of the difference between an ox-plowed field and one plowed with a tractor, we find that corn grown on a tractor-plowed field will produce over double the yield of that grown on a field plowed by oxen, all other conditions being the same. Small mules are used to a considerable extent for farm work.

I attended the National Livestock Show at Sao Paulo in October and saw some very good animals. Even there, however, few of our standard breeds were in evidence, but I saw some Brown Swiss, Hollandaise (Holstein) Jerseys, Angus, and Herefords. Most of the meat animals were of the Brahma or Zebu types. Swine breeds I have seen include Hampshire, Durocs, Berkshires, and Poland Chinas, with some English and Dutch breeds also. There appear to be very few sheep, but a great many goats, mostly kept for milk, but pretty scrubby looking. I have seen some nice horses, raised mostly for saddle use, very few for farm or draft work. Chicken types run rather strongly to the game type, tho I have seen some good flocks of Reds, New Hampshires, Rocks, and Leghorns.

Agricultural Education

Agricultural education, what little there is of it, is conducted almost exclusively under the supervision of the Ministry of Agriculture. One of Brazil's great handicaps lies in the lack of public-school education, and this is particularly true in the rural districts. I do not have the figures, but I feel certain that very few rural children have as much as three years of formal schooling. What schooling they do receive is limited to little more than giving them an opportunity to become literate. Lack of money, poor roads, few teachers, and probably some more complex difficulties account for this situation. The Ministry of Agriculture is establishing special schools of agriculture in as many localities thruout the nation as possible, and these include elementary and secondary curriculums. Instruction in agriculture is emphasized, but Portuguese, mathematics, science, and similar courses are also provided. Naturally, dual administration of public education is open to criticism, but at least the need for a more functional education is being realized.

Our program in agricultural education is attempting to cooperate with the Brazilian Ministry of Agriculture in developing plans whereby the agricultural situation may be improved. It has been agreed that this may be best accomplished by means of increased educational opportunities for rural peoples, emphasizing training in practical agriculture. A new law has been passed which extends and improves the existing agricultural education program, and we are busy formulating and executing projects of farm-worker training, rural-teacher training, and agricultural-teacher training. Such projects of necessity include training in both technical agriculture and educational method, and begin with youngsters of elementary school age, and extend to extension work with adult farmers. After these projects are properly set up, much of the work of the staff will consist of visitation for the purpose of stimulation, advice, and actual teaching thru demonstration. These activities should furnish me with some interesting information, which I'll report upon later.

Activities of the California Agricultural Teachers Association

ARTHUR J. GODFREY, President, San Luis Obispo, California

THE California Agricultural Teachers Association, a synonym for cooperation, organization, and professional spirit, was organized on July 13, 1920. During the last 27 years, the organization has exerted a powerful influence in shaping the destiny of agricultural education in the Golden State.

For purposes of this organization the state is divided into six geographical regions with a seventh region-at-large. The six regions include all of the regular high-school teachers of vocational agriculture, while the region-at-large is made up of men who are teaching agriculture on a college level. Each region has its president, vice-president, and secretary-treasurer. There are, at present, more than 300 teachers of vocational agriculture in the C.A.T.A.

In addition to the regions there are four departments in the C.A.T.A. which play a vital part in its activities. They are the following: Organization, whose function it is to handle the association's governmental policies and to act as a nomination body; extracurricular, which takes care of all judging, field days, fairs, and other contests and activities; relationships, which works jointly with the state F.F.A. executive committee in working out state convention details, F.F.A. camps, and chapter improvements; and the enterprise-improvement department which keeps us abreast of the constant changes in the many agricultural enterprises of our state. Each of these departments has a chairman and secretary.

Executive Committee

The governing board of our C.A.T.A. is composed of the president, vice-president, secretary, president of each region, and the chairman of each department. The members of the state bureau of agricultural education are advisers to the group. This body meets twice yearly, in January and June, to formulate and carry out plans for the organization.

State headquarters are at San Luis Obispo at the California State Polytechnic College. Dues for the organization are $4 per member per year; these are nearly 100 percent paid up during the annual summer conference. Twenty-five cents remains in the region, $1.75 goes to the state organization, and $2 to the A.V.A. Never a year passes but that all teachers are members of the C.A.T.A. and A.V.A. Our organization is rightfully proud of its 100 percent membership.

The regions are subdivided into sections with approximately six schools to a section. Each section meets to discuss its problems monthly. The regions meet twice yearly, fall and spring, and the organization meets annually at its summer conference in San Luis Obispo.

The association exerts a strong influence in the policy-making for the fairs and shows of the state, of which there are some 78 this year. It sponsors market days, field days, regional and state judging contests; sectional, regional, and state public speaking contests; insurance protection to teachers, and assumes much responsibility for the annual summer conference and summer session held at the California Polytechnic College. It has three members on the state associations advisory committee, which is an advisory committee to the State Commission for Vocational Education.

Today the California Agricultural Teachers Association is recognized and respected by all educators of the state as one of the strongest, most thoroly unified and influential groups in public education. Much of the credit for its continual growth and strength is attributed to its advisers, former chief Julian A. McPhee, who is now state director of vocational education, and the present chief, B. J. McMahon. These men, with the vision to see far and the humility to see near, have ably guided us thru many crucial, yet joyous and successful years.

Training Schools

(Continued from page 236)

begins each morning at 8 a.m. and lasts approximately until 9:45 a.m., with the general session of the convention beginning at 10 and ending at approximately 11:15. Noonday session begins at 11:30; runs until 12:30 when lunch is served.

The afternoon session each day is given over entirely to recreational activities and committee work. The recreational activities consist of baseball, shuffleboard, badminton, horseshoe pitching, checkers, and swimming from 4 to 5:30 p.m. Supper is served at 6, and each day from 7 to 8 p.m. a softball tournament is held with the delegates from each of the four districts competing for the champion district.

The night sessions of the convention are held from 8 until 9:30, and from Monday thru Thursday the programs consist of group singing, stunts, and motion pictures. One night during the convention is devoted to talent night with delegates appearing on the program with skits and stunts of all descriptions. On Friday night the program consists of the state officers putting on the Junior Farmer degree. One of the teachers present is assigned the task of training the state officers, during the week, as a degree team, and this program is usually one of the highlights of the convention. The delegates are encouraged to have a good degree team in their local chapter and by putting on the degree at the state convention in the proper manner the delegates can witness the procedure and compare the ceremony with how their chapter puts on the second degree. The convention ends with the program Friday night, and delegates leave camp immediately after breakfast next morning.

Almost one full week is devoted to leadership training and conducting the business of the state association. Every effort is made to inspire the delegates to return home and plan better F.F.A. programs. Advisers report that chapter delegates return with a better knowledge of the organization and are genuinely interested in getting the local chapter to set up a functional program of work.

Illinois Association Revising Record Book

F. M. PARKINSON, Secretary, Illinois Association of Teachers of Vocational Agriculture

THE Illinois Association of Teachers of Vocational Agriculture has undertaken the job of revising the project record book. Committees have been working toward this goal for the past few years. The ideas to be stressed in the new record book are characterized by the proposed title. If the committee's work is approved at the annual meeting and Mr. J. E. Hill, state supervisor for vocational agriculture deems it an improved record book, it will be known as "The Farming Program for Vocational Agriculture Students."

Extensive work on this book has been done by I. L. Brakensiek, Quincy; E. B. Fickel, Malta; R. J. Walker, Chenoa; and by J. M. Weiss at the University of Illinois.

The proposed book will be printed in loose-leaf sections. One book is all a student will be given during his entire career as a high-school student of vocational agriculture. He may add each year the loose-leaf sections he needs for his program. The *Farming Program* contains six sections, namely:

1. Selection of farming program
2. Farm skills and practices
3. Farm and home improvements
4. Planning and checking the production enterprise
5. Records for production enterprises
6. Annual summary of farming program
   a. Production enterprises
   b. Other farming activities (skills and improvements)
   c. F.F.A. record

During the year 1946–1947, 20 schools in Illinois acted as guinea pigs for this new *Farming Program* booklet and upon their observations and recommendations, the final form of the book will be drafted.

Thus another step has been taken to de-emphasize the singular project and to recognize the entire farming program.

Getting Young Men Established

(Continued from page 231)

the confidence in the young man that he will carry out the advice and suggestions given him.

g. The teacher must be well acquainted with those persons with whom the young man must have contacts.
h. The teacher must have a real interest in every phase of the young man's life.
i. The young man must increase his ownership in his farming program as rapidly as possible and depend less upon others.
j. The young man must get things done as soon as he is able to shoulder the responsibility.
k. The teacher must go out of his way in the interest of the young man's advancement.
l. The teacher must be well grounded in all phases of the business of farming and take an active part in the social, civic, recreational, and religious life of the community.

OFFICE OF EDUCATION, WASHINGTON, D. C.

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it—itinerant teacher-trainers
rt—research workers
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Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

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nt—Arthur Floyd, Tuskegee Institute
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nt—E. L. Donald, Tuskegee Institute

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t—R. W. Cline, Tucson
t—W. A Schafer, Tucson

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s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—V. H. Wohlford, State College
t—Roy W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
nt—L. R. Gaines, Pine Bluff

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

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s—A. R. Bunger, Denver
t—R. W. Canada, Ft. Collins

CONNECTICUT
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s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs

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s—Harry Wood, Tallahassee
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it—W. T. Lofton, Gainsville
it—J. G. Smith, Gainsville
nt—A. Marshall, Tallahassee
nt—G. W. Conoly, Tallahassee

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s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—O. C. Aderhold, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
t—A. O. Duncan, Athens
t—T. D. Brown, Athens
nt—Alva Tabor, Fort Valley
it—S. P. Fugate, Fort Valley

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s—Warren Gibson, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

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s—Stanley S. Richardson, Boise
as—Elmer D. Belnap, Idaho Falls
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as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
t—H. M. Hamlin, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
t—Melvin Henderson, Urbana
t—H. J. Rucker, Urbana
t—Harold Witt, Urbana

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rt—S. S. Cromer, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—H. B. Taylor, Lafayette
it—E. E. Clonin, Lafayette
it—I. G. Morrison, Lafayette

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as—M. Z. Hendren, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames

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t—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan

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s—E. P. Hilton, Frankfort
as—B. G. Moore, Frankfort
as—S. S. Wilson, Frankfort
t—Carsie Hammonds, Lexington
it—W. R. Tabb, Lexington
it—Stanley Wall, Lexington
nt—P. J. Manly, Frankfort

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as—C. P. McVea, Baton Rouge
t—Roy L. Davenport, University
t—J. C. Floyd, University
t—M. C. Garr, University
t—A. Larriviere, Lafayette
nt—M. J. Clark, Scotlandville
nit—C. B. Matthews, Scotlandville

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ast—Wallace H. Elliott, Orono

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t—Jesse A. Taft, Amherst
t—Charles F. Oliver, Amherst

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s—Luke H. Kelley, Lansing
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s—John W. Hall, Lansing
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t—G. P. Deyoe, East Lansing
t—G. C. Cook, East Lansing
t—Paul Sweany, East Lansing

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s—Leo Knuti, St. Paul
as—Carl F. Albrecht, St. Paul
t—A. M. Field, St. Paul
t—M. J. Peterson, St. Paul

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ds—J. A. Bailey, Jefferson City
ds—C. M. Humphrey, Jefferson City
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t—C. V. Roderick, Columbia

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t—N. E. Wilson, State College
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ds—Bryl Killian, Stillwater
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t—Don M. Orr, Stillwater
t—Chris White, Stillwater
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ds—C. B. Barclay, Commerce
ds—C. D. Parker, Kingsville
ds—A. B. Childers, Mart
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t—Henry Ross, College Station
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t—Ray L. Chappelle, Lubbock
t—S. V. Burks, Kingsville
it—E. V. Walton, College Station
it—G. H. Morrison, Huntsville
it—F. B. Wines, Kingsville
it—R. M. Hargrave, Lubbock
nt—E. M. Norris, Prairie View
nt—W. D. Thompson, Prairie View
nit—O. J. Thomas, Prairie View

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ds—J. O. Hoge, Blacksburg
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
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as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—E. M. Webb, Pullman
ts—Oscar Loreen, Pullman

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s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
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t—C. W. Hill, Morgantown

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s—Louis M. Sasman, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
it—Clarence Bonsack, Madison
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