

Charles A. Schexnayder, president of collegiate chapter of F. F. A. of Louisiana State University receiving Alpha Tau Alpha membership pin from L. H. Dobbins, A. T. A. president.

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Ill.

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CONTENTS

Editorials

New Special Editors.....	163
Organized Activities of Prospective Teachers.....	163
The Collegiate F. F. A. chapter at Virginia Tech..... H. W. Sanders.....	164
Iota Chapter, Alpha Tau Alpha..... L. H. Dobbins.....	165
Work and Play Through Alpha Tau Alpha..... R. W. Canada.....	166
Collegiate F. F. A. Chapter, University of Florida..... W. L. Rabon.....	166
Organization Activities of College Majors in Agricultural Education..... Charles Might.....	167
Alpha Tau Alpha Chapter, University of Missouri..... Clyde Taff.....	167
Activities Auburn Collegiate F. F. A..... Boyd Evans.....	168
Alpha Chapter, Alpha Tau Alpha..... Chuck Nicholson and Lee Robinson.....	169
Agricultural Education Club Sponsors Diversified Program..... Wm. Ettinger.....	170
Alpha Tau Alpha Assists in Conducting Leadership Training School..... Henry O. Hudson.....	170
Program of Agricultural Education Club, University of Illinois..... Warren E. Berner and Ronald L. Elliott.....	171
Our Leadership (H. O. Sampson and V. G. Martin).....	171
The Role of the Teacher of Vocational Agriculture..... S. S. Sutherland.....	172
Community Frozen Food Locker Plant.....	173
Are We Teaching Boys or Just Teaching?..... John A. Dodds.....	174
Group Projects and Their Value..... W. H. Wayman.....	175
Methods for Improving Instruction Through Emphasis on Improved Practice in Farming Programs..... Russell L. Ruble.....	176
Michigan Association F. F. A. Sponsors Awards Program..... Luke H. Kelly.....	177
News Letters That Click..... Carl Gilmore.....	177
Conducting an F.F.A. Community Stunt Night..... Harry S. Schnieber.....	178
Use of F. F. A. Truck at Edmonds, Washington.....	178

Editorial Comment

Organizational activities of prospective teachers

SEVERAL of the succeeding pages are devoted to articles carrying information regarding the activities of campus organizations for students majoring in agricultural education. The organizations represented include Alpha Tau Alpha, the Collegiate F. F. A., and agricultural education clubs. An examination of the contents will reveal that the purposes and activities of the different organizations are quite similar.

The possibilities for complementing the organized instruction through presentations at meetings of such organizations are unlimited. There is a host of technical groups surrounding colleges of agriculture, including action agencies, with which the trainees should have contact. Likewise, representatives of professional groups, such as state teachers associations, are ordinarily accessible. Aside from the information to be derived

from these sources the trainees should become acquainted with the personnel of which the agencies are composed.

The F. F. A. takes on new meaning to prospective chapter advisers when campus groups are equipped with chapter paraphernalia and when they make use of the various ceremonies.

Projects included in the activity programs of the campus organizations provide experiences comparable to those with which teachers of vocational agriculture are confronted. Ordinarily there are opportunities to sponsor or to assist with the conducting of leadership training schools. Assistance is needed in the staging of F. F. A. conventions and the usual repertoire of contests attendant thereto. Farmers' fairs and many similar collegiate undertakings have a counterpart in communities maintaining departments of vocational agriculture.

Campus organizations provide excellent opportunities for furthering the development of abilities in oral expression. Self confidences are acquired rather naturally in helping conduct meetings and through the making of individual presentations. The meetings likewise provide for experimentation in the use of various discussion techniques.

On the surface, the mention of organizations of trainees in agricultural education as a medium for socialization sounds trite. Yet many of the trainees are otherwise quite inactive socially. Moreover, a high percentage of them at this time are married and concerned with family responsibilities. For them the annual banquet, the fall barbecue, the folk games, parties, and recreational activities have added meaning.

But more important perhaps than all the types of activities noted herewith are the opportunities such organizations provide for democratization in the training of teachers. In our programs of pre-service instruction we advocate the use of democratic procedures, yet we make but little use of the democratic approach. Democracy in the experience of the prospective teacher of vocational agriculture is more evident in the planning and conducting of organizational activities than in the more formalized phases of the training program.

New Special Editors

THREE appointments to the staff of special editors have been made as a result of resignations submitted to the Editing-Managing Board of *The Agricultural Education Magazine*.

Dr. W. A. Smith, Associate Professor of Rural Education, at Cornell University, is succeeding Dr. George P. Deyoe of the University of Illinois as editor for the section on Methods and Materials.



W. A. Smith

Before assuming his present position in 1937, Dr. Smith taught vocational agriculture at Clay City, Indiana, for seven years and served as itinerant teacher-trainer in Indiana for six years. Doctor Smith graduated from Purdue University in 1919, received the Master's degree from Cornell in 1927 and the Ph.D. degree from Cornell in 1937.

Doctor Smith, formerly served as chairman of the committee on instructional materials for the North Atlantic region. At present he is chairman of the regional committee on teacher-training and is chairman of a committee which is directing a regional project on the training of supervising teachers.

Mark Nichols, State Director of Agricultural Education, Salt Lake City, Utah, is replacing Dr. R. B. Dickerson, formerly of Pennsylvania State College, as one of the special editors for the Farmer Classes section of the magazine.



Mark Nichols

Mark, as he is known to a host of co-workers and friends, was born at Birmingham City, Utah, and reared on a livestock farm. He graduated from Utah State Agricultural College in 1924 and later received the Master's degree from this college. His teaching experience includes three years at Weston, Idaho, and ten years at Bear River High School, Garland, Utah.

Mr. Nichols has been the state supervisor in Utah since 1937. Under his leadership considerable emphasis has been placed on instruction for out-of-school groups. Young Farmer activities have been stressed and a State Association for this age group had its beginning in 1939.

Mr. Nichols is completing his second year on the National Future Farmer Advisory Board, and also as a member of the Future Farmer Foundation Board of Trustees. He has been chairman of the program committee for the Agricultural Section of the A.V.A. for two years. He is quite familiar

with the editorial responsibilities of *The Agricultural Education Magazine*, having served as regional representative on the Editing-Managing Board.

Mr. H. N. Hansucker, State Supervisor of Vocational Agriculture in West Virginia, has been selected as special editor of the Future Farmers of America Section for *The Agricultural Education Magazine*, succeeding A. W. Tenney, National F.F.A. Executive Secretary.



H. N. Hansucker

Mr. Hansucker, a native of Clarke County, Virginia, attended high school at Boyce, Virginia. He is one of few state supervisors to have completed four years of vocational agriculture. He was also a charter member of the Future Farmers of Virginia, which later became the Future Farmers of America.

Mr. Hansucker received the B.S. degree from the Virginia Polytechnic Institute and the M.A. degree from Ohio State University. He taught vocational agriculture at Wayne, West Virginia, from 1931 to 1935. In 1935 he was appointed assistant state supervisor of vocational agriculture and executive secretary of the West Virginia Association F.F.A., which positions he held until his appointment as head state supervisor in 1946.

The Editing-Managing Board desires to express appreciation to the retiring members of the staff—G. P. Deyoe, R. B. Dickerson and A. W. Tenney—for the cooperation in serving as special editors of the magazine.

The collegiate F.F.A. chapter at Virginia Tech

H. W. SANDERS, Adviser, Blacksburg, Virginia



H. W. Sanders

STUDENT teachers, like regular teachers, are busy people. "So much to do and so little time in which to do it," seems to be as applicable to them as to any other group in our modern life. Therefore it becomes increasingly important to develop a fine sense

of discrimination as to what is essential and what is non-essential. Weighing the Collegiate Chapter at the Virginia Polytechnic Institute, in the balance as a participation training device, staff members and students in agricultural education came to the conclusion that it was one of the essentials. This article may help to show why.

Operating under a carefully prepared constitution and by-laws, the Collegiate Chapter is closely affiliated with the State Association of the F. F. A. organization. Dues are paid to the State treasurer and each member receives a copy of Chapter Chats, the bi-monthly publication of the State Association. Officers are elected to serve for half a year instead of a full year in order that more individuals may be given this leadership experience. Bronze collegiate chapter pins are presented to all new members and gold collegiate chapter pins to all senior and post graduate members. Meetings are held regularly the second and fourth Tuesday nights of each month during the school year, immediately after supper and last for about an hour. The program committee is responsible for seeing that a suitable program is prepared for each meeting, emphasizing educational, inspirational, and recreational features. The chapter has available a double-disc record of "Hail the F. F. A.!" and "The F. F. A. March" which is used on appropriate occasions.

Objectives

The over-all objective of training advisers for local high school chapters is naturally not so obvious to the average member of the group, although staff members consider the participation training values are more than enough to justify the time and effort required. The objectives for 1947-48 that follow were developed by the student objective committee with the assistance of the faculty adviser and represent their point of view as to the purposes of the organization. At the same time, it will be seen that they embrace many desirable training objectives.

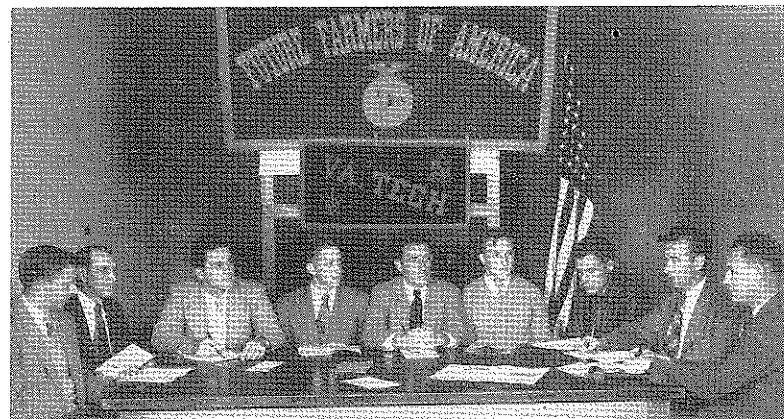
I. Membership

1. To have all students, both undergraduate and graduate, enrolled in Agricultural Education, as active members of the V.P.I. Collegiate F. F. A. Chapter. (129 active members.)

2. To admit other students in the Agricultural College as associate members who were members of local chapters and who desire to continue membership in the F. F. A.
3. Strive to have all active members present at each meeting.
4. To have 100 per cent of dues paid by the second meeting of each quarter.

II. Meetings

1. To have two regular meetings each month. Meeting to be held the second and fourth Tuesdays.
2. All regular meetings to be held in the V.P.I. Collegiate Chapter meeting room.
3. To have each officer know his part in the opening and closing ceremony without referring to the manual.
4. To start the meetings promptly at 6:40 p. m. during fall and spring quarters and at 7 p. m. during the winter quarter.
5. To provide for an educational and recreational program at each regular meeting.
6. To have each member take part in the educational program in at least one meeting during the year.
7. To have a minimum of 90 per cent attendance at each meeting.



The executive committee of the Virginia Tech Collegiate F. F. A. chapter in session.

8. To plan a program of educational activities for the entire year not later than the first meeting in November.
9. To have an installation ceremony for new officers at the last meeting in the spring quarter.
10. To sing "Hail the F. F. A." and other songs at the regular meetings.

III. Budget

1. To have a budget set up not later than the first meeting in October.
2. To provide fifty dollars (\$50.00) for group pictures in the college annual, "The Bugle."
3. To provide for Collegiate F. F. A. Chapter representative in the Guidon, or freshman handbook.

IV. Publicity

1. To have articles of general interest and social events published in the "Virginia Tech."
2. To contribute an article to each issue of the "Chapter Chats," the state F. F. A. publication.

V. Cooperation

1. Cooperate with the three local F. F. A. chapters in this county in conducting an agricultural fair and educational exhibits. The Collegiate Chapter to assist in organization of the fair, arrangement of exhibits, preparing educational exhibits, and in judging.
2. Cooperate with the D. S. Lancaster chapter in the Blacksburg High School in staging a fish fry in the fall quarter and a barbecue in the spring quarter.
3. Work with the Adviser of the local chapter in assisting with local chapter F. F. A. meetings, committee meetings, and assist in coaching degree and judging teams.
4. Cooperate with the V.P.I. Block and Bridle Club in organizing and conducting the Little International Livestock show held at V.P.I. during the spring quarter.
5. Cooperate with the Dairy Club in organizing and conducting the "Dairy Day" held at V.P.I. during the spring quarter.

VI. Recreation

1. To stage a fish fry during the fall quarter, a banquet during the winter quarter, and a barbecue during the spring quarter for all members and invited guests.

2. To sponsor a barn dance during the winter quarter.
3. To have a recreational program prepared for at least one meeting a month.
4. To have refreshments once each month if finances will permit.
5. To sponsor a softball team to play the local high school F. F. A. chapter and other agricultural clubs on the campus.

VII. Miscellaneous

1. To have two degree teams thoroughly prepared to initiate Green Hands and Chapter Farmer members.
2. To provide all members with membership certificates.
3. To have the secretary correspond with the secretaries of other collegiate chapters for the purpose of getting suggestions for improving our chapter.
4. To prepare a Memory Book during the spring quarter. Each member to receive a copy.

5. To present Bronze Collegiate Chapter buttons to all new members and Gold Collegiate Chapter buttons to all seniors and post graduates who are members of the chapter.
6. To have each member serve on at least one committee during the year.
7. To have functioning committees and have reports made by committees as scheduled.
8. To affiliate with the State and National F. F. A. association and pay the regular dues to the State F. F. A. treasurer.
9. To have the president of the chapter talk to the Agricultural Education freshmen in "Introduction to Agriculture" class on the aims and purposes of the Collegiate F. F. A. Chapter.
10. Make every effort possible to have a chapter member attend the American Youth Foundation camp at Camp Miniwanca, Michigan, next summer.

Recreation

Learning how to play or to participate in wholesome recreational activities in order that this ability may be developed by the advisers among the members in their local chapters is in itself a worthy educational objective. This feature also provides a strong incentive to Collegiate Chapter members and helps to maintain their interest in the organization. The chairman of the recreation committee, J. M. Russell, believes that the recreational program also increases attendance, increases the opportunities for experience in leadership, helps members to become acquainted, and promotes a better understanding between students and teachers.

"Our program is set up at the beginning of the year by the recreation committee," explains the chairman, "in cooperation with the objective and budget committee. The recreation committee is appointed by the executive committee, and it consists of a representative from each of the four classes, with the senior representative acting as chairman. For such events as our annual fish fry, banquet, and barbecue, sub-committees are appointed to carry out certain phases of planning and conducting.

"We attribute the success of our program to the following factors:

1. Initiative and interest on the part of officers and members.
2. The programs are well planned and conducted.
3. We have a wide variety of programs.
4. Each member takes some part in the program during the year.
5. Sportsmanship and good fellowship is carried over from high school days."

What Students Think

The president of the Chapter, E. C. Gardner, was asked to prepare a statement as to what the Collegiate Chapter means to him. Because his response is so typical of the opinions of most of the members, it is quoted here:

"The Collegiate F. F. A. Chapter has a great deal to offer its members. It provides them a chance to develop leadership, responsibility, and character. It fosters friendly relationships among its members and helps them to grow socially

into better, more complete, individuals. It provides entertainment for its members by sponsoring such activities as socials, picnics, fish fries, barbecues, banquets, and games which help to add spice to our college life.

"The activities of the Collegiate F. F. A. Chapter have meant more to me than any other extra-curricular activity in which I have engaged here at Virginia Tech. As a prospective teacher of vocational agriculture, the Collegiate F. F. A. Chapter has provided me with training that will be very useful. This training probably would not have been received otherwise, and it is training that a vocational agriculture teacher could not well afford to be without.

"The experience gained by serving as a chapter officer, and serving on various committees gives me a better understanding of F. F. A. work. The knowledge thus gained should prove very beneficial in setting up, organizing, and advising an F. F. A. chapter when teaching vocational agriculture after graduation.

"The objectives of the Collegiate F. F. A. Chapter are set up with the purpose of providing worthwhile training for its members. The chapter tries to give as many members as possible a chance to hold an office. It tries to have every member take some part in the chapter's work by assigning them to various committees.

"While developing responsibility and leadership the Collegiate F. F. A. Chapter provides many social and entertaining activities for its members. These activities give us a chance to work, play, and have fun together, which in turn give a brighter outlook on life.

"Serving on the various committees affords a real opportunity for learning. For example, learning how to prepare a barbecue while serving on the cooking committee in staging a barbecue is an experience that I value very highly. That is only one of the many helpful things I have learned as a member of the Collegiate F. F. A. Chapter."

What Faculty Advisers Think

Each member of the agricultural education staff serves, in turn, as adviser of the Collegiate Chapter. This experience affords them an excellent opportunity to become more fully acquainted with the chapter members who are to become teachers and advisers in local schools. C. E. Richard, Associate Professor of Agricultural Education, summarizes the adviser's point of view as follows:

"In many respects the Collegiate F. F. A. Chapter is similar to the local chapter. Both need an adviser who is familiar with the F. F. A. organization and who is willing to encourage and promote its many worthwhile activities. Because of the age and experience of college students it is to be expected that they should assume more leadership and responsibility in chapter work than high school students. However, if the adviser doesn't push the collegiate chapter work it isn't likely to function very successfully because college students have so many other activities to take their time and interest. Therefore, the adviser must see that both recreational and educa-

Iota Chapter Alpha Tau Alpha

L. H. DOBBINS, Chapter President, Louisiana State University, Baton Rouge

IOTA CHAPTER of Alpha Tau Alpha at Louisiana State University, like many other organizations, became inactive during the war. In November, 1946, it was reactivated with five old members and nine initiates.

Since that time two more initiations have been held, bringing the total initiated to 49, of whom 31 are still enrolled in school. There are 36 in the chapter now.

One of the main objectives of Iota is to promote leadership. Twelve members of the chapter hold office in other organizations in the College of Agriculture. A closer relationship is thereby brought about between majors in vocational agriculture and other agriculture students.

A policy of close cooperation with the collegiate chapter of F. F. A. is consistently followed.

Each year a five-day leadership conference is held at Louisiana State University for F. F. A. officers and advisers. It is a tradition of the chapter to take advantage of this conference to hold a reunion luncheon for associate members.

tional features of real value are included in the chapter program. Maintaining interest in the high school chapter is generally less difficult since high school boys do not have as many outside attractions as do college students.

"Since there are students each year enrolled in agricultural education who have not had vocational agriculture in high school and no F. F. A. experience, the adviser should see that those students secure a variety of experiences in collegiate chapter work. They should serve on as many committees as is practical and the adviser should work with the committees to see that they function properly.

"It is the adviser's responsibility to keep the collegiate chapter members informed of the activities of the State and National F.F.A. Association and about any changes that occur from time to time.

"The adviser will have many opportunities in collegiate chapter activities to provide valuable instruction. Some of the activities which will afford this opportunity will be barbecues, fish fries, banquets, parliamentary procedure, committee work and initiation ceremonies. Many students will not have had experiences in these activities before entering college and little opportunity in college unless they are gained in this manner. Taking part in these activities under proper instruction and supervision will give the new teacher much more confidence when he promotes them in the local chapter."

Membership in the California Young Farmers has passed the 1000 mark. The local chapters of the organization are developing many group activities such as farm machinery cooperatives, pooling of orders for feed, fertilizers and sprays, and the sponsoring of district fairs.

Work and play through Alpha Tau Alpha

R. W. CANADA, Faculty Adviser, Colorado A. & M. College, Fort Collins



R. W. Canada

DURING a recent trip made on itinerant teacher-training duties in following up last year's trainees now teaching, several asked these questions: "How is the Alpha Tau Alpha functioning this year?" "How many new members do you have this fall quarter?" It was evident from the interest shown by these young teachers that the fraternity had played a vital role during their college careers and in the way of their professional training.

Such an organization can be made to serve prospective teachers of vocational agriculture through carefully planned and worthwhile program of activities all of which contribute toward the objectives of developing a more professional spirit and better trained group of teachers and F. F. A. advisers.

Ideas are always needed in developing any worthwhile program of activities. It is with this purpose in mind that the

program of activities of the Zeta Chapter is given below in detail hoping that it may make some minor contribution to other chapters in their program planning. Such an exchange of worthwhile programs of activities among active chapters can serve to strengthen all chapters.

Program carried out by Zeta Chapter of Alpha Tau Alpha, Colorado A & M College, Fort Collins, April 1, 1946-May 30, 1947

I. Regular Meetings Held

May 2—The Agricultural Teacher and Soil Conservation

June 4—Historical Review; Aims, Purpose and Creed of F. F. A.

June 25—Business Meeting

July 2—F. F. A. Letter Award System

August 6—F. F. A. Adviser Training Parliamentary Procedure Practice Opening and Closing Ceremonies

October 8—Business Meeting

October 15—Business Meeting F. F. A. Parliamentary Procedure Practice

October 29—F. F. A. Parliamentary Procedure Practice

November 12—Alaska—My Trip to the North

November 26—Business Meeting

December 10—Agriculture in Europe

January 14—Election of Officers

February 11—Vocational Agriculture in Michigan

April 8—Agricultural Education Situation in Colorado

April 22—Initiation of New Members Agriculture in Brazil

May 13—Business Meeting

May 27—Chapter Publicity and Radio Script

Activity Completed

Lee Morgan, State Soil Conservation Service

Clifford Hartman, Member

R. W. Canada, Teacher Trainer in Agricultural Education

Clifford Hartman, Member

R. W. Canada, Teacher Trainer in Agricultural Education

Herb Heilig, Director of Vocational Education

Major Coffin, Professor of Geology

Dean Henney, Dean of Agriculture, Colo. A. & M.

Mr. McKellar, Professor of Animal Husbandry Department, Dairy Division

Mr. A. R. Bunker, Colorado State Supervisor of Vocational Agriculture Education
Abnor Gondim, Graduate student from Brazil and member of Brazilian embassy

Preparation of plans to run concessions for College Day Rodeo

Rex Brown, Editorial and Radio Service, Colorado A. & M. College

Agricultural Education Club and wives attended

Collegiate F.F.A. Chapter, University of Florida

W. L. RABON, Chapter Member, Gainesville, Florida

THE Collegiate Chapter of the Future Farmers of America at the University of Florida was established during the 1937-38 school year. With the advent of the war, enrollment dropped and the Chapter became inactive. At the beginning of the 1946-47 school year the Chapter was reactivated.

The chief objective of maintaining the Collegiate Chapter is to provide opportunities for students to secure training experiences in order that they may become more competent advisers of local chapters. To that end, the programs have been designed to be instructive first, and secondly, to provide recreational and social values.

Each junior and senior in agricultural education is expected to attend the meetings of the chapter, thereby accomplishing the aims of the program. The programs are planned so they will run in a two-year cycle in order to eliminate any duplication and to insure adequate consideration of all topics. The programs are so organized that the greatest number of trainees may participate. Officers are elected each semester, and each student is required to act as adviser on one or more occasions.

At least once a semester practical experience is provided in holding such activities as an F. F. A. banquet, camping and fishing trips, pilaus, and barbecues. Entertainment and group singing experience is gained as part of the regular meetings, which are held every first and third Tuesday.

In addition to the regular programs and activities of the Collegiate Chapter, members are given the opportunity to visit nearby high school chapters and observe their activities. Participation in state shows, fairs, and contests add to the background experiences of the trainees. Leadership and service are keynotes to the extracurricular activities of the future agricultural teachers.

Dr. E. W. Garris and W. T. Lofton, of the University faculty, are honorary members of the Chapter and attend the meetings and activities in an advisory capacity. Other honorary members of the chapter are:

H. E. Wood, State Supervisor of Vocational Agricultural Education

A. W. Tenney, National Executive Secretary, F. F. A., Washington, D. C.
M. B. Jordan, Teacher of Vocational Agriculture, Ft. Pierce, Florida.

Representatives of Young Farmers from Utah made a tour of California chapters incident to the A.V.A. convention in Los Angeles where several members of the group participated in a panel discussion.

Four hundred Ohio Future Farmers and Advisers attended the Sixth Annual F.F.A. Camp held at Camp Muskingum during the period starting July 26 and ending August 26.

Organization activities of college majors in agricultural education

CHARLES MIGHT, President Townshend Agricultural Education Society Ohio State University, Columbus, Ohio

AT OHIO STATE University we call our organization the Townshend Agricultural Education Society in honor of Doctor N. S. Townshend, who was the first Professor of Agriculture at Ohio State University. This group was first organized in 1883, and claims to be the oldest student organization on the campus. In the years before the Future Farmers of America was organized, many high school agricultural societies in the state of Ohio called themselves Townshend Agricultural Education Societies, and affiliated themselves with our organization at the college. Some of these high school groups retained the name even after becoming Future Farmer Chapters.

Purposes

The purposes of this organization are stated in its constitution as follows:

- To provide opportunity for cultivating the act of self-expression
- To stimulate interest in the profession of teaching vocational agriculture, and in other forms of rural leadership
- To acquaint the members of the Society with vocational agriculture and the Future Farmers of America, and promote cooperative effort between the Society and the Future Farmers of America
- To provide stimulation and encouragement for at least one State Future Farmers of America activity annually
- To provide fellowship opportunities among those who are interested in vocational agriculture

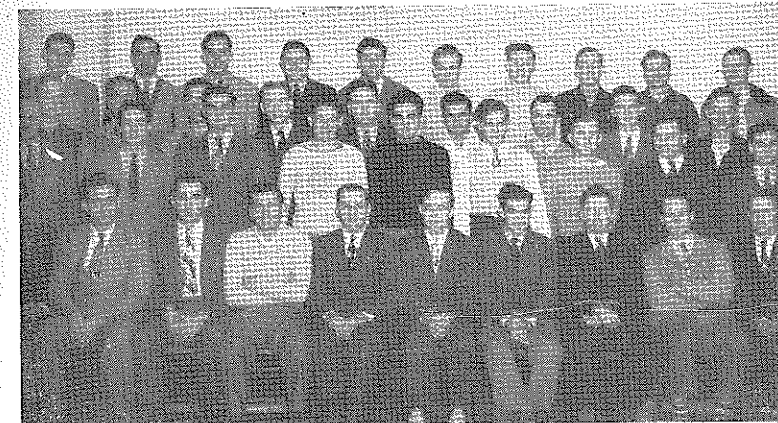
with F. F. A. activities. The business meeting is conducted according to Robert's Rules of Order, and a parliamentary procedure demonstration team is sponsored from the membership, which is available for demonstrations of proper meeting procedure. Every member is expected to become proficient in properly conducting a business meeting.

Outstanding speakers are often brought in to discuss such topics as farm safety, conservation, and group recreation. Special attention is given to extemporaneous speaking. The person who is to deliver such a speech is given advance notice of the fact that he is to speak, but he is not given a subject until a few minutes before his delivery time. Members are often called upon to discuss field trips or other activities in which they have participated. A program of work for the year is adopted at the first or second meeting of the Autumn Quarter.

Out-Of-Meeting Activities

Many activities are carried on outside regular meetings which give an opportunity for students to plan and participate in programs which parallel the activities of an F. F. A. chapter. At the present time a series of five radio programs is being planned, and a committee is helping with plans for a State Young Farmers Association Leadership Conference. Townshend also presents awards to the state winners in the F. F. A. public speaking contest, and takes an active part in conducting the contest.

Bulletin boards have been set up on the campus for the exclusive use of Townshend and the Department of Ag-



Members of Townshend Agricultural Education Society, Ohio State University. (This picture was taken by Lester Pinkley, a member of the Society.)

This program is developed both through regular meetings, which are held twice monthly, and through out-of-meeting activities. An attempt is made to furnish the experiences which are not obtained through curricular activities.

Meeting Activities

The official opening and closing ceremonies of the Future Farmers of America are used at each meeting to help familiarize the members of the Society

with F. F. A. activities. Two purposes are served by these boards: they advertise the profession to other students; and they provide a means for reaching the students with important announcements. Educational booths at campus functions are also used to promote Townshend and Agricultural Education.

Recreational activities are promoted by entering teams in fourteen different intramural sports. An intramural manager is appointed who chooses a person to be

Alpha Tau Alpha University of Missouri

CLYDE TAFF, Chapter Member, Columbia

NU CHAPTER, Alpha Tau Alpha, located at the University of Missouri, was reactivated in December, 1946. The following are some of the activities in which the chapter has since engaged:

The chapter helped to reorganize a Collegiate chapter of F. F. A. The organization assisted in the management of "Hotel D'Col," the lunch stand and other work in connection with the annual State F. F. A. convention and contests. The chapter entered a float in the annual Farmers' Fair parade and sponsored the education exhibit at the fair.

Members of A. T. A. spent one day last summer at the state F. F. A. camp located on the Lake of the Ozarks. They observed the facilities of the camp and participated in the evening program. The chapter donated \$63 to the camp and plans to make similar donations each year in the future.

In May the chapter held a picnic for the members and their families or dates. The picnic was quite successful and helped to make everyone better acquainted.

A new glass enclosed case has been built for the A.T.A. bulletin board and placed in Mumford Hall. Members of the class of '47 presented a new magazine rack to the Agricultural Education Department to be used in the classroom. This custom of each graduating class leaving something for the improvement of the classroom is to be continued from year to year.

The chapter sent a delegate to the National Convention in St. Louis and plans to be represented whenever future conclaves are held. Initiations have been held each regular term and there are now 48 members in the organization. A banquet was held last November in honor of the new members initiated during the fall semester.

responsible for a team in each sport. The manager is responsible for scheduling games.

Financial support is derived from a lunchstand, which is operated during the State F. F. A. Judging Contests, which are held at the University each spring. This is considered a service to the boys, as well as a money-making project. Members' dues are only seventy-five cents per school year.

The social activities of the Society planned for the present school year are a wiener roast in the Autumn Quarter, a banquet in the Winter Quarter, and a steak fry in the Spring Quarter. The program at these functions includes folk games, group singing, party games, sports, and often a campfire and vesper service.

Townshend Agricultural Education Society hopes, through its program, better to prepare its members to take their place as good community leaders after graduation.

(Continued on Page 169)

Activities Auburn Collegiate F.F.A.

BOYD EVANS, Chapter Member, Auburn, Alabama

ONE OF THE MOST active organizations on the campus of Alabama Polytechnic Institute, Auburn, Alabama is the Collegiate Chapter of F.F.A.

All members in the Collegiate Chapter are either majors in Agricultural Education or former F.F.A. members in high school who wish to continue their membership. Through participation in activities of the Collegiate F.F.A. Chapter, they receive valuable training which better prepares them to serve as advisers to high school chapters.

A well-rounded activity program is planned by the executive committee, which is composed of the chapter officers. Meetings are conducted every two weeks and closely follow the procedure used in conducting F.F.A. meetings in high school. The opening and closing ceremonies are identical with those of high school chapters.

The chapter meetings this year have been of a diversified nature. Programs on parliamentary procedure, correct initiation procedure, demonstration radio programs, comedy skits on "What an Ag Teacher Shouldn't Do," and other subjects containing valuable training materials have been presented. These programs have been supplemented with entertainment features such as quiz programs, jokes, skits, and music by a well-organized string band. All programs have been prepared by a hard-working, conscientious program committee which was carefully selected by the executive committee. The function of the program committee is one of significant importance. Well-prepared programs which are interesting and entertaining, are of great value in stimulating attendance at chapter meetings.

Collaboration With Ag Club

Each year the Collegiate F.F.A. collaborates with the Ag Club, a campus organization for all students of agriculture, in organizing and presenting the Ag Fair, one of the outstanding campus events. This year, in addition to helping organize and present the fair program, the Collegiate F.F.A. prepared two exhibits. One of these exhibits showed the extent of the present training program of vocational agriculture in Alabama, and the other consisted of miniature models of those things which might be built in a properly equipped farm and home shop. These miniature models were constructed in the A.P.I. farm shop under the direction of Professor D. N. Bottoms, farm shop instructor in the Agricultural Education Department of A.P.I., and will be used as visual training aids.

One outstanding activity of the Auburn Collegiate Chapter of F.F.A. is a weekly radio program presented over WJHO, Opelika, Alabama. The chapter introduces its program as being the oldest continuing program carried by the station, having started soon after the station opened in 1941. Chapter members take turns preparing and presenting broadcasts under the guidance of a radio committee, assisted by Mr. Marion Hyatt, WJHO station manager.

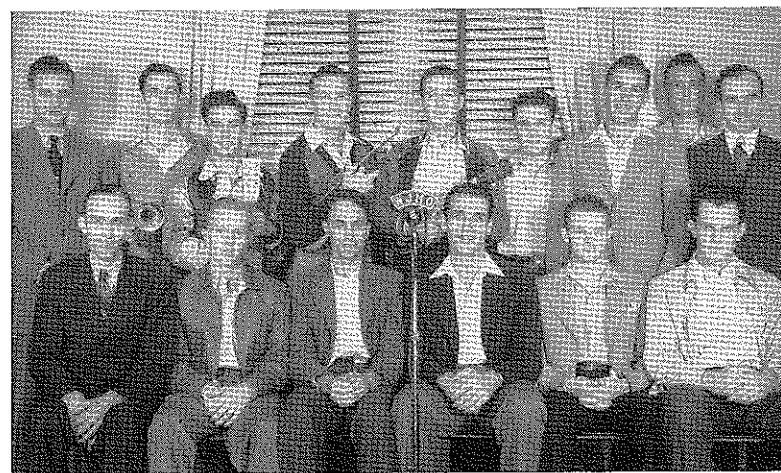
The radio programs are usually based

upon timely and interesting agricultural subjects that appeal to surrounding rural communities, as well as to agricultural students on the Auburn campus. Recent contributions have featured topics such as Forest Fire Prevention, Farm Forestry, Storage of Farm Machinery, Winter Legumes, The History and Development of the F.F.A., Interview of a Boy from Ireland Who Was Studying the F.F.A. Program in the United States, and others. Subject matter is supplemented with music by the F.F.A. string band or recorded music from WJHO record files, depending upon the subject matter used and methods of presentation.

By participating in F.F.A. broadcasts, each chapter member gets valuable experience in program preparation and presentation, as well as general familiarization with the techniques of broadcasting. This training enables the members to direct capably high school F.F.A. broadcasts which are attaining greater prominence with the rapidly increasing number of small, localized radio stations.

Athletic Activities

Collegiate F.F.A. athletic teams have distinguished themselves in intramural



An outstanding activity of the Auburn Collegiate chapter of F.F.A. is a weekly radio program presented over WJHO, Opelika, Alabama.

campus sports. During the summer, the F.F.A. softball team proved to be tough competitors in league play. They defeated numerous outstanding teams and established a reputation for themselves in sportsmanship and athletic achievement.

At the present time, the F.F.A. touch football team is tied for the league lead in campus intramural touch football play. They have an excellent chance of winning the campus championship in this sport.

The basketball team is already organizing for the opening of the basketball season and will prove to be tough competition in basketball this year.

Social Activities

Social functions have added much to the activity program this year. Last summer the social committee planned enjoyable outings in nearby Chewacla State Park. Chapter members and their

colleagues enjoyed softball, swimming, watermelon cuttings, and wiener roasts.

Now being discussed by the social committee is a square dance, to be held in the near future. Plans are also being made for the annual banquet and dance to be held later this spring.

These numerous social events make a major contribution in rounding out a well-planned activity program for the Auburn Collegiate Chapter of F.F.A.

One favorite project of the Collegiate Chapter is to assist with the orientation of freshmen at the beginning of the fall quarter. Every effort is made to orientate the freshmen into the Agricultural Education Department, the Collegiate F.F.A., and college life.

Various other activities are sponsored as the need and opportunity arise. The Collegiate Chapter is this year sponsoring the State Parliamentary Procedure Contest in cooperation with the State Association. The chapter quartet or string band assists in many campus and state affairs, such as the state conference of teachers of vocational agriculture. This year's program carries for the first time, since the beginning of the war, the annual F.F.A.-F.H.A. Collegiate banquet, which has for its chief purpose to provide experience that will be valuable in conducting similar affairs as local advisers. Other long-range activities, including the operation of a

collegiate book store that reduced the price of books 20 per cent and netted the chapter \$10,000, have been reported in the May, 1947 issue of *The Agricultural Education Magazine*. This article also gives details as to the chapter history, organization, procedures for conducting its program, and a program of work for last year.

Plans have been made for a memorial honoring F.F.A. members and teachers of vocational agriculture in Georgia who served in World War II. The memorial will take the form of an outdoor auditorium located at the state F.F.A. camp. The cost has been estimated at \$6,000 and is to be financed by chapter assess-

The Amanda, Ohio, F.F.A. chapter has added a barnspraying service to its program of community service.

Alpha Chapter of Alpha Tau Alpha University of Illinois*

CHUCK NICHOLSON and LEE ROBERTSON, Urbana

HERE at the University of Illinois Alpha Chapter of Alpha Tau Alpha is in the midst of an intensive year's program.

Alpha Chapter was reactivated in March, 1947, at that time holding its first meeting since early in 1943. The program of work for the remainder of that year consisted mostly of getting the chapter back on its feet. Several informative educational features were held during the year. One of these included a presentation of "Agriculture in Italy" by Dr. R. R. Snapp, chief of the Beef Division, Animal Husbandry Department, at the University. Another meeting was held in cooperation with the Agricultural Education Club at which Gus Douglass, National President of the Future Farmers of America, was the principal speaker.

The highlight of this first year came on May 19 when Alpha Tau Alpha conducted formal initiation of 38 men. Following the ceremony a banquet was enjoyed by the brotherhood. Dean R. R. Hudelson of the College of Agriculture presented the founder address. Dr. Aretas Nolan, Past National President and Founder of Alpha Tau Alpha, presided as Exalted Master at the initiation, with the assistance of H. J. Rucker, Past National Secretary of Alpha Tau Alpha.

A.T.A.—Fall of 1947

Alpha Tau Alpha held its first meeting of the fall semester on October 26,

*Alpha Tau Alpha was founded in 1920 at the University of Illinois by Dr. A. W. Nolan and 15 of his students who were preparing to become teachers of Vocational Agriculture.

to which prospective pledges were invited. The meeting was, for the most part, of a business nature, as organizing was foremost in the minds of the actives. Committees were appointed to plan and to execute the fall-semester initiation ceremony. This ceremony was held on November 11, 1947. Dr. W. W. Yapp gave the principal address. Again Dr. A. W. Nolan, Alpha Tau Alpha founder, was present to lead the initiation ceremony.

A program of work has been set up by the program committee for this year. One of the succeeding meetings will be devoted to recreation. Activities to be included will consist of dancing, games, and other get-acquainted features. Dates or wives, as the case may be, are invited and refreshments will be served.

January Meeting

January Meeting—This meeting was of an educational and business nature. The consensus of opinion throughout the Chapter is to do away so far as possible with having outside speakers. One of the purposes of A.T.A. is to develop leadership and self-confidence, and we feel that our programs should be devoted largely to group participation. At this meeting four members gave five-minute talks, the topic being selected by the speaker. Then two members who are in their first year of teaching led a discussion on the problems and activities encountered upon the entry into the teaching profession.

February Meeting—In February officers for the ensuing year were elected.

Work and Play Through Alpha Tau Alpha

(Continued from Page 166)

Mountain Picnic, August 15, 1946	A. T. A. members
Christmas Party, December 10, 1946	A. T. A. members and families
Initiation Banquet, April 22, 1946	Initiated seven new members
Overnight Trip to Glen Comfort Cabin at Estes Park, May 2, 1947	Directed teaching experiences, made plans for next year. Worked out arrangements for more livestock and crop skills experience
Honoring Wives and Lady Friends, May 29, 1947	Dance and refreshments
IV. Cooperative Activities	
Livestock Club	A. T. A. staged barbecue at Little International Livestock Show
Alpha Zeta	Aided in conducting statewide Alpha Zeta essay contest for F. F. A. members
Agricultural Education Club	Picnic; cooperated with summer session group in providing social activities for agricultural education men and wives in summer school
Agriculture Council	Aided in the establishment of campus agricultural paper—"Agriculturalist"
State F. F. A. Association	Helped Conduct Convention

After the election a school administrator gave a demonstration on interviewing an applicant for a teaching position and this was followed by a discussion period.

March Meeting—Early in March a pledge meeting will be held. At this meeting we will attempt to get the prospective members to become thoroughly acquainted with the principles and activities of Alpha Tau Alpha.

In the latter part of March, the spring initiation will be held, followed by a banquet. There will be an effort to get as many of the members in from the field as possible so that they will become acquainted again with their organization as it is operating since being reactivated. This will be our method of getting criticism and suggestions from the old members. The new officers will be installed at the banquet.

April Meeting

April Meeting—A recreational program will give short speeches. A parliamentary procedure demonstration will be given, patterned after the F. F. A. parliamentary procedure contests in the State of Illinois.

May Meeting—A recreational program will be held at which wives and dates are to be invited. Approximately 50 per cent of the active members of the chapter of A.T.A. are married, and the members feel it is essential that the wives should not be overlooked in activities of the organization.

Members of the executive committee of Alpha Chapter will welcome correspondence with other chapters. We are interested in learning of special activities and programs sponsored by other chapters.

Activities Promoted by Chapter

1. Gave financial and moral aid to establishing the Agricultural Council.
2. Operated College Day and Rodeo Concessions.
3. Promoted recruitment of trainees in agricultural education.
4. Aided in promoting and establishing the campus paper—"Agriculturalist."
5. Raised \$125.00 and sent A. T. A. president of Zeta Chapter to St. Louis, Missouri, to help reactivate the National Organization.
6. Set Scholarship requirements for admittance into A. T. A. Chapter and cooperated with Honors Day Committee in setting up program for Recognition Day for Honor Students.

Benefits Received by Members

1. Training as F. F. A. Advisers.
2. President of Zeta Chapter received trip to National Conclave.
3. Experience and drill in parliamentary procedure by all members.
4. Educational meetings were designed to contribute to objectives of training teachers of vocational agriculture.
5. Recreational and social features of chapter promoted fellowship, social, and professional values.
6. Valuable experience in cooperative group effort.

Agricultural education club sponsors diversified program

WILLIAM ETTINGER, Student, Iowa State College, Ames, Iowa

ACTION is the "word"! Snappy, interesting meetings are the first requirement of the Agricultural Education Club at Iowa State College. We aim to develop a well-rounded program of topics that probably will not be covered in the class work or that will supplement class work.

One of the prerequisites for success of the United Nations is for all nations to know the people, ideals, and problems of other nations. We feel that the future teacher of vocational agriculture at Iowa State has a splendid opportunity to learn agricultural and educational problems of other lands here on the campus. The club has had speakers from Syria and the Philippines. Several South Americans have attended our meetings. Arcadio G. Matela, supervisor of agricultural education with the Bureau of Education of the Philippine Republic, is studying our methods and wants to be "one of the boys." We have learned much from him and the other speakers. It is hard for many of us to realize how advanced our agriculture is in contrast to that of other countries, and how fortunate we are to be in America.

National Policies Emphasized

Changes in national policies toward agriculture and education affect the student. We try to get speakers who are active, who are in key positions, and who know what is going on. Alan Kline, newly elected president of the American Farm Bureau, spoke at one of our banquets. Rodger Flemming, discarding idealistic text book theories, spoke to the club on how to get agricultural legislation passed. M. L. Cushman, rural education expert, told of material he was compiling to support proposals for Iowa school legislation. From these people we have learned what groups were supporting education and agriculture, and what happens behind the political scene.

Speech is important for teachers. We have formal speech courses in our curriculum, and always try to practice good parliamentary procedure in conducting our business meetings. Even this training would be better with more practice in using the rules of speech. Instructors from the speech department give talks on advanced parliamentary procedure, and several of the members of the club, who are also Iowa State Debators, have helped to give us additional instruction.

One of the main objectives of the club is to have as much student participation as possible. Round table discussions have helped in spreading the student experience around. One of the best panels was by former service instructors on "What We Can Apply from the Army-Navy Stepped-up Educational Program?" On the panel were a former army officer, a former navy officer, and two former enlisted men whose duty was actually teaching in basic training camps, flying schools, and in radio schools. Another panel was conducted by mem-

bers who had just returned from student teaching. They brought out such techniques not covered in the class room as "How to squelch the little high school girl who has a crush on you!"

A Negro graduate student gave an excellent talk on the problems of the Negro teacher of agriculture. This program was very well received. Etiquette programs sometimes fail to bring out a good audience, but Mrs. Margaret Lange, well known in the field of everyday courtesy, always brings a good crowd. New and old "alums" return to give many new angles and new outlooks on the teaching profession, which are always highly interesting.

The meetings are never longer than an hour and a half, although many members linger far into the night debating issues and related subjects. Speakers are usually limited to thirty minutes, which keeps them "hitting on all four" to cover their material.

Social Features Included

It might seem as though the club is concerned strictly with business. This is not the case. Usually meetings include a musical or comedy number as well as a business session and the main program. In the fall, the first meeting is devoted to getting acquainted. Coffee, doughnuts, or other refreshments are served frequently.

Last year the club had a joint meeting with the Home Economics Education Club. Picnics, sports, or dances were the usual forms of entertainment at the get-togethers.

The Iowa Future Teachers Association has taken over the responsibility of pro-

moting cooperative educational and recreational activities on our campus this year. The association has a council made up of two representatives each from the home economics education, science education, industrial education, and agricultural education clubs. This council has been very efficient in conducting social events and joint meetings. One of our "Ag. Ed." Club members is president of the state I.F.T.A.

Activities outside of meetings include sending delegates to the national and state F. F. A. conventions and to the state education association meetings. Members of the club also help with the yearly F. F. A. field day at the college and with the "Veishea" open house program at the college for high school students. Club activities are financed partly through membership dues of \$1 per year and partly through sale of refreshments at stands operated in connection with the F. F. A. field day and "Veishea" programs.

The newest activity of the Agricultural Education Club is a periodical that carries stories of club members' activities, news of "alums," teacher placement, and general promotion of agricultural education. This activity gives writing, composing, organizing, business, and public relation experience that will help when members get out in the field.

The club adviser, John B. McClelland, has no end of headaches trying to figure out what "deal" will happen next, but he continues to let the students direct their own club, and stands ready to give good advice when needed. He does everything he can to make this an active, up-and-coming club, as do the members.

Premiums totalling \$1,430 will be awarded junior exhibitors in the spring hog show at Albert Lea, Minnesota, March 19 to 20. No individual animals may be entered unless the exhibitor also enters a pen of three market hogs.

Alpha Tau Alpha assists in conducting leadership training school

The Phi chapter of Alpha Tau Alpha, located at A. and M. College, State College, New Mexico, exemplified the first meeting of an executive committee for a newly organized F. F. A. chapter before the district association of F. F. A. at Deming, New Mexico, last spring. The members of Alpha Tau Alpha who made up the "executive committee," shown in the accompanying picture, included the president, vice-president, secretary-treasurer, faculty sponsor, and three A. T. A. members—Henry O. Hudson, Chapter secretary.



THE AGRICULTURAL EDUCATION MAGAZINE, March, 1948

Program Agricultural Education Club, University of Illinois

WARREN E. BERNER and RONALD L. ELLIOTT, Students, Urbana

THE Agricultural Education Club at the University of Illinois was started about 1929 under the supervision of Dr. A. W. Nolan. The club was organized as a subsidiary of the Agricultural Club, which has nine affiliated groups. Each subsidiary is a special club, e.g., Agricultural Education, Hoof and Horn, Field and Furrow, Dairy Production, Agricultural Economics, and others. Each member of the Agricultural Education Club must be a paying member of the over-all Agricultural Club. The active membership of the Agricultural Education Club consists of students who are in training for vocational agriculture and who are interested in agricultural education. The faculty of the agricultural education department are honorary members.

Four-fold Purpose

The club has a four-fold purpose: (1) To promote personality improvement, (2) to improve professional interest in teaching vocational agriculture, (3) to acquaint the members with the problems of the teaching profession, particularly those that pertain to agricultural education, and (4) to provide opportunity to practice parliamentary procedure and to plan and conduct meetings and discussions.

Personality development is an important part of college training and can well be developed in a group such as this. Fellowship with other men having similar interests, working together in planning and carrying out programs, and the exchange of ideas all help to develop this ability to the fullest extent.

The second purpose is to develop professional interest in the teaching of vocational agriculture. The opportunities in this profession are unlimited and a great number of high calibre men are needed. The program of the Agricultural Education Club can do a great deal toward stimulating interest in the vocation.

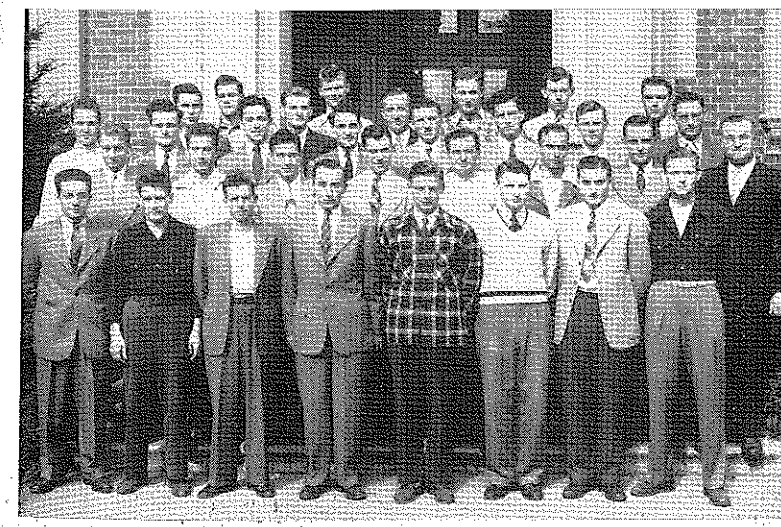
The club also tries to acquaint the members with problems in the teaching profession and those connected with ag-

ricultural education. The problems in teaching are different in many ways from those in farming or other agricultural jobs. This specialized club can help to bring at least partial solution of these problems by discussing them with fellow members and with instructors in the department of vocational agriculture. The program usually includes a speaker who has been connected with agricultural teaching and F. F. A. work. These men are very helpful in their discussion of problems, which they have had on their respective jobs.

The officers of the club and the several committees plan and carry on different activities. The members receive training in the carrying out of the program of meetings, parliamentary procedure, and serving on one or more committees. Officers are elected each semester, since this gives more of the men an opportunity to gain experience in the carrying out of meetings in the proper manner.

At present the club is in the process of building a program that will come up to and surpass that of the pre-war program. During the war the club was inactive, the last meeting being held in the spring of 1942. The club was reactivated in the fall of 1946. The club now is back to normal and a fine program is being planned for the remainder of the year. At the organization meeting, the following committees were set up: (1) Membership, (2) Program planning, (3) Publicity and promotion, (4) Special activities, (5) Leadership training, (6) F. F. A. chapter operation, and (7) Constitution revision.

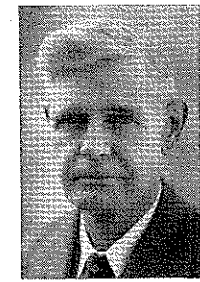
Some of the activities of the club are public speaking contests, parliamentary procedure contests, a school in parliamentary procedure for F. F. A. chapters, a spring banquet, and club dances. There are other activities that have been carried on in past years and new ones are being planned by the committee on special activities, all of which provide training experiences for the members.



The Agricultural Education Club at the University of Illinois, 1947-48.

THE AGRICULTURAL EDUCATION MAGAZINE, March, 1948

Our Leadership



H. O. Sampson

since the federally aided program of vocational agriculture was started and was responsible for a state program of student activities which contributed materially to the establishment of the Future Farmers of America.

Mr. Sampson was reared in Iowa and obtained degrees from Iowa State College and Columbia University. Aside from his connections with the program of vocational agriculture he has had experience as a teacher in a rural school, as a specialist in agricultural education in the U. S. Department of Agriculture, and as a professor of agriculture in a Normal college. Mr. Sampson has worked with hundreds of boys who have achieved success as farmers, as county agents, as teachers of vocational agriculture, and as leaders in other fields of agriculture.



V. G. Martin

in Agricultural Education and Agricultural Economics at Cornell University.

Mr. Martin taught high school agriculture in Mississippi two years, and served as a county agent in North Carolina and Mississippi two years. At one time he was Director of the Summer School and Dean of the School of Education for two years. In the field of agricultural education Mr. Martin has served on a number of committees including the National Committee on Objectives. He was special editor for the Evening Classes Section of this magazine from 1933 to 1940. At present he is serving as Consultant on a three-year study of Agricultural Education in Negro Land Grant Colleges, and is the teacher-trainer representative on the Regional Committee on Relationships.

Thru the influence of Professor Martin considerable stress has been placed on individualized types of training based on farming programs, on an ability-activity program for high school students, on graduate courses presented on the itinerant basis, and on making material, including visual aids, available to teachers.

H. O. Sampson, State Supervisor of Agriculture Education in New Jersey and Professor of Agricultural Education at Rutgers University, organized a department of vocational agriculture at Waterford, Pennsylvania, in 1904. He has served in his present capacity

V. G. Martin has been a teacher trainer at Mississippi State College since 1920, and became head of the department in 1923. He is a native of Mississippi, did undergraduate work at Mississippi College and Mississippi State, and obtained an advanced degree

Professional

S. S. SUTHERLAND

B. C. LAWSON

The role of the teacher of vocational agriculture

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



S. S. Sutherland

IT HAS been said that the best index of what a person will do in the future is what he has done in the past, together with what he is doing now. If this is true and if we are to project ourselves into the future role of the teacher perhaps we should first examine the

part which the teacher of vocational agriculture has played and is now playing in farm life.

The Role of the Teacher in the Early Twenties

In the early 1920's the program of vocational agriculture was largely confined to classroom teaching of all-day students, and the "project" work was largely an adjunct to, instead of an integrated part of the instruction. The subject matter included was rather academic. Farm mechanics was manual training with an agricultural tinge. Some teachers did instruct adult classes, but the major emphasis was confined to the production phase of agriculture. In addition to his class activities the teacher acted as a sort of service or handy man for the farmers of the community. If he knew a little about livestock diseases and had sufficient intestinal fortitude, he performed various kinds of veterinary services for the farmers of the district. He culled poultry, caponized cockerels, pruned trees and shrubs, prescribed for various and sundry ailments of crops, livestock and poultry, and did a hundred-and-one other odd jobs. Ordinarily he performed the jobs himself instead of teaching others how to do them. He trained stock and crops judging teams for the annual contests. He acted as a leader of the Boy Scout troop, taught a Sunday School class, and took part in community affairs. His role, it might be emphasized again, was largely that of a formal classroom teacher who was somewhat different from the other teachers in high school in that he did considerable teaching in the community and became acquainted with more people than most of the rest of the faculty.

This description of the teacher's role as of a quarter of a century ago should not be construed in any way as being derogatory. Rather, perhaps, it was a natural phase in his evolution. Vocational education in agriculture was new and its place in the scheme of things was somewhat experimental at the time.

The contribution by Professor Sutherland is the sixth and last in a series of major articles dealing with the *Role of Vocational Education in Farming*. Previous contributions by Dean Paul W. Chapman, B. C. Lawson, Roy A. Olney, K. W. Kiltz, and Harry E. Nesman appeared in the September, November, December (1947), January and February (1948) issues. A number of case reports as to the role of individual teachers will be used in subsequent issues.

Conditions Related to the Work of the Teacher

A great many things happened in this country during the 25-year period following the inception of the program. Two world wars were fought, a major boom and a major depression were encountered. In this, perhaps, the stormiest and most unsettled period in our history, there were cataclysmic changes in agriculture and in rural life. It should not be surprising, therefore, to find some changes in the work of the teacher of vocational agriculture and his role in farm life as of today. Let us examine that role for a moment, especially to note the changes which have taken place in the last quarter century.

In 1922, the teacher of vocational agriculture and the county agricultural agent were the only professional workers in rural areas who were concerned with agriculture or agricultural education of any sort. What is the picture today? The representatives of various state and federal agencies in any thriving rural community in 1947 make up quite a sizable fraternity. In addition to these paid public servants, nearly every firm which is concerned with selling the farmer those things which he needs to carry on his work, or with buying from him that which he produces has an army of field men ostensibly to be of service to the farmers who are customers or potential customers. Many former teachers of agriculture are in the ranks of these "educational advisers," "service men," or whatever title they bear.

The point of all this is to emphasize that where in the 1920's we had only two or three agencies concerned with aiding and working with farm families, today we have many times that number. The question may be seriously raised then, do we over-emphasize the role of the teacher of vocational agriculture? Farming has advanced; farmers are more ef-

ficient; farm life has become far more livable; and today's farm life standards are far above those of past generations. What part has the teacher of agriculture played in these advances? To what extent has he been responsible for them? It is difficult if not impossible to answer these questions with generalizations. Yet there is no doubt but that in certain communities, many of them fortunately, he has played a major role. In some, we hope only a few, his contribution may have been a minor one.

Activities of the Teachers In Recent Years

Let us summarize briefly what the typical teacher is doing and has done during the past few years in contributing to advancements in the farm life of this country.

1. He has assisted materially in the advancement of the mechanization of agriculture which is playing so important a part in the present-day efficiency of American agriculture. During World War II, teachers of agriculture or special instructors working under their supervision instructed thousands of farmers in the operation and repair of farm machinery and power units. Food Production War Training and similar courses served 12,000 rural communities during the war years and in perhaps 10,000 of these, some instruction was given in farm mechanics and farm machinery. Moreover, practically every boy in all-day classes was instructed or is being instructed in the use and maintenance of farm machinery and equipment.

2. He has played an important role in the technological advancement of farm production. Again it is difficult to measure how important this role has been. However, every state can point to communities where it has been and is a significant one. In one western range community, qualified observers state that the quality of the livestock on the ranges was increased 40 per cent over a seven year period largely through the efforts of one teacher of vocational agriculture. In another, ladino clover was introduced by a teacher of vocational agriculture and has become the basis for a wholly new type of livestock production; in still another, hundreds of high producing dairy heifers of one breed were introduced making this one of the best dairy areas of the state. Similar cases can be cited where improved practices have been introduced with resulting improvements in production and efficiency. Nor are these isolated cases. Their number is legion and their distribution wide.

3. The teacher of agriculture has also contributed materially to advancements in farm family living. The introduction of the school community cannery alone has been a significant factor. The organization of young farmer groups while reaching only a relatively small number is beginning to make itself felt as a social as well as an educational medium. Thousands of boys have built and rebuilt kitchen equipment, repaired and repainted farm homes and buildings, landscaped yards and planted lawns through improvement projects promoted and inspired by teachers of vocational agriculture.

Perhaps the greatest contribution made to farm family life is the promotion of father and son partnerships. Nearly every successful farmer becomes concerned as he approaches the end of his active farming career, about who will carry on the business which he has built up and improved. Teachers of vocational agriculture have laid the foundations for hundreds of successful father-son partnerships through arrangements for supervised farming programs. True, they have had unusual opportunities for building such relationships, and they have also capitalized on their opportunities. In many cases, they have been able through such partnership arrangements and through parent and son banquets or similar functions to foster a more desirable relationship between parents and sons.

4. The teacher has done and is doing a magnificent job of training rural leadership. The results of his work may be seen in almost any rural community and on the campuses of our colleges of agriculture. Primarily through the medium of the Future Farmer of America organization, but also by other means the teacher of vocational agriculture has done a leadership training job that is without parallel. We find former students of vocational agriculture and former F. F. A. members on local boards of education, as officers and members of boards of directors for farm and civic organizations, and as directors of local cooperatives. In agriculture colleges, studies have shown that former pupils of vocational agriculture are far more active as a group in student affairs and that they assume more leadership in campus activities than other students. The teacher can be proud of his role in the development of farm leaders.

Doubtless the above list is not a complete one and certainly the teacher of vocational agriculture is playing an important role in many other phases of farm life. However, in these well defined categories, the part which he has played can be readily identified and evaluated. The other agencies which have worked with farm people have played their part, too, but they have not overshadowed his accomplishments.

A Look Into the Future

Now, as to the future. We can best predict what his role will be in the future on the basis of present trends. History and experience indicate that the practices and procedures which are in the minds of the leaders in vocational agriculture today and which are being used by our best teachers, will be standard practice ten years from now. Therefore, let us examine these trends and the part which the teacher of agriculture may be expected to play in them.

Certainly we may expect him to continue to play his part in increasing the mechanization of agriculture, in implementing technological advancements in farm production, in furthering advancements in farm family living, and in training for rural leadership. He will continue to do this and doubtless to do it better.

In addition, certain trends have already been noted. These trends and the role which he may play in them will be as

follows:

1. He will be increasingly concerned with assisting farmers and future farmers in meeting the problems of changing economic conditions which affect farming. He has been concerned with similar changes in the past. He is cognizant of present trends, and we may expect him to do something about them.

2. He will adjust his program, in communities where it becomes necessary, to cope with the new problems of the part-time farmer and of part-time farming. This may involve a new concept of vocational education in agriculture and its part in a total program of vocational education for a community. It may well involve training for a dual occupation rather than just one; it may involve broadening his objectives to include training for related agricultural occupations as well as for farming; but whatever it does involve, he is already aware of the trend and is laying his plans to meet it. The encroachments of industry and particularly of agricultural industry into farming communities will present many problems, but the teacher of vocational agriculture has proved many times that he can and does adjust to meet new situations, and there is no reason to expect that he will do otherwise in the future.

3. He will provide training for farmers and future farmers in simplifying farm work and farm jobs. He is already making plans for doing this and is doing it in a small way. It may take a little time to polish up his procedures and to devise effective methods, but he is already making a good beginning.

Assistance With Establishment

4. In many sections of the country he has already met and tried to solve the growing problem of getting young men established in farming as owner-operators. This may well prove to be one of his most difficult problems in many states. It may have to be met by applying increasingly severe standards of selections to vocational students. It certainly will involve more attention to sound guidance and counseling. It may result in the teacher being requested to set up non-vocational classes in agriculture to complement vocational classes in the same manner in which industrial arts supplements trade and industrial classes.

5. He will be concerned with keeping on the farms a trained, "strong, virile, prosperous, and contented" people, to quote Dean Chapman, and with guiding away from farm life and to the centers of population those whose interests and aptitudes lead them away from the farm. This problem and closely related ones of the increasing size of farms, the decreasing number of farm operators needed, and more efficient production methods on these farms are so closely related that they seem to be one and the same. This, of necessity, implies that more attention be given to sound guidance and selection of pupils, a field in which he has already demonstrated considerable competence.

Certainly he will face these trends and these changes as well as others not readily identifiable now. We may expect him to adjust to meet them, as he has done in the past. His role may be

Community frozen food locker plant

Under the leadership of Hugh McCutchen, teacher of vocational agriculture at the Gable High School, South Carolina, a group of farmers recently purchased cooperatively a Frozen Food Locker Plant for their community. Each member contributed \$125.00 which covered the cost of the unit and the concrete block building which houses it. In return for his contribution, each member is entitled to the use of one drawer as long as the plant is in operation. The plant now contains forty identical drawers, each containing six cubic feet of space.

The Association hopes to obtain ten additional members; since their membership fee will more than cover the cost of their lockers, several additional lockers could be purchased to be used on a rental basis. The rental fee would be around \$25 per year which would take care of operation and repair expenses. In the meantime, the cost of operation is paid by the members at a cost of \$5 each per year.

Situated on the school grounds, the plant is easily accessible to all members, making it possible to put food into the locker or get out frozen products at any time, since each member owns a key to the door of the building as well as the key to his own drawer. The complete freezing process is carried on in the one drawer thus enabling each member to prepare his food either at home or at the school-community cannery, thereby saving any cost of processing the food before freezing.

Mr. McCutcheon states that the Gable F.F.A. Chapter was instrumental in getting the information regarding such a project to the farmers in the community. F.F.A. members also helped with the construction of the building.

affected even more in the future and his job complicated still further by an increasing number of agencies designed to serve the farmer and help him solve his problems. However, he will continue to enjoy the advantages which are inherent in his job and in his relationships with farm people which will stand him in good stead. He approaches these problems through the medium of a close, a continued, and a desirable contact with farm families, i.e., through his relationship with the boys and young men of these families. He meets and works with farm people as one who is sincerely trying to help their sons meet and solve the daily problems of farm life and family living. No other appeal can be stronger. He has every opportunity to win their confidence and their cooperation and to help them help themselves in adjusting to meet the challenges of the present and the future. This is his role.

A series of two-day "recreational leadership training clinics" for Future Farmers of America and Future Homemakers of America have been held during the past several months in different sections of Tennessee. The programs are designed to train leaders for community gatherings.

Are we teaching boys or just teaching?

JOHN A. DODDS, Teacher, Area Department Vocational Agriculture, West Lebanon, New Hampshire

NOTE: The author uses a novel presentation to drive home his concept of the teacher's job. See if you agree with his point of view.—EDITOR.

MY CHOSEN SUBJECT reminds me of the speaker who asked a farmer how he liked his address on the agricultural problem. The farmer replies, "It wasn't bad, but a day's rain would do a heap more good."

If anyone is even that enthusiastic about this, it'll be very gratifying, especially considering how bad we need rain.

I feel that one of the real problems in connection with this article is getting anyone to read it. I can't think of any good reason why they should. You have perhaps heard of the author who entered the editor's office with a manuscript. "I have here a story that everybody ought to read," he said. "Sorry," replied the editor, "if it were a story nobody ought to read, I'd take a chance." This doesn't qualify for either of those reasons, so could I interest you because it has a few jokes in it?

I'll try that because it works on me. In hunting for the jokes in these agricultural magazines that scatter them around in the reading, I occasionally make a mistake and read something that I'm supposed to.

Three Methods of Teaching

If you've gone this far and didn't skip too many lines, might I suggest now that there are three methods of teaching agriculture: first, "your method;" second, "my method;" and—no! I don't believe the other one is the "right method," but I do believe that there is a third, "a better method." Our chances of teaching it by the third method depend principally on our willingness to combine some of "your method," (your is definitely plural) and some of "my method."

There is some truth to the saying, "What a pity human beings can't exchange problems; everyone knows exactly how to solve the other fellow's." Perhaps not "exactly," but they can help occasionally.

But no matter which method you use to teach agriculture, you should have at least these four definite purposes in mind. First, creating a desire to learn more about it and to engage in it as a cooperative citizen of the community; second, to present the facts so as to cause the student to learn at least some of them; third, to enable the boy to secure the physical resources necessary; and fourth, to help him develop a per-

sonality capable of using the facts in combination with the physical resources secured to accomplish the desire created.

So that you will consider it necessary to blame yourself instead of me if you don't understand that paragraph, may I remind you of the Colonel who told the Sergeant, that his reports should be written in such a manner that even the most ignorant might understand them and was asked by the Sergeant, "What is it, Sir, that you don't understand?"

Misplaced Emphasis

Of the four parts I have suggested, I am inclined to think that we spend the most time on the one which the student retains the least of and can get the easiest himself when the need arises. Also, it is the hardest to be sure that, as a student, he is being presented with the particular ones he will need the most later. If you now think I refer to the second, (causing facts to be learned, at least temporarily) then I suspect that you, too, are conscious of a lot of time having been put on this phase of the problem. Certainly most of the courses we received in preparing to become teachers could have been titled, "Methods of Teaching Agriculture Facts." I think you will agree, however, that when we test on the simple facts (simple from our point of view) that we have presented to our boys, we are given cause to wonder whether the boy considers them so simple, or has retained many of them. If you haven't heard it, this may give you his point of view. "Did you hear about the fellow who invented a device for looking through walls?" asked the boy. "No, I didn't. What does he call it?" replied the teacher, not being able to think of such a device. Answer—"A window."

So at least tie the facts in with those other three purposes. Without them the facts are nearly useless. I am thoroughly sold on inspirational teaching myself, and I believe just as thoroughly that most of that inspiration, if there is any, comes from the teacher in one form or another. It may be in what he does or has the boy do, in what he says, or in the way he says it, but it's bound to show. We have all come in contact with at least a few people who sold their beliefs because of their own faith in them. And one hint of any kind that your belief is not secure and there is doubt created in the mind of the person you are attempting to convince.

A true one this time. As a member of a household in a neighborhood which was being canvassed by a soap company, I some time ago opened the door to a

young high school girl who immediately recited several learned lines about all the things the soap would do. Seemingly feeling somewhat self-conscious about it, she added at the end, "This is a mess of Whooley." I doubt if she ever became a top notch sales girl for that soap company.

Having made progress with the first two purposes, we simply make the boy restless unless we can enable him to secure the physical means necessary to put his desire into action. Those problems of money, land, buildings, time, are among the toughest a teacher has to deal with, but unless he, as a teacher is willing to undertake their solution, he won't come any closer to having done a complete job than Annie did. You see, Joe was poor and Annie was ambitious. She told him she wouldn't marry him until he had a thousand dollars. The following day Annie's old maid aunt arrived for a visit. "Dear," said Joe when next he called, "I've saved thirty-five dollars." "Well," replied Annie, blushing prettily, "I guess that's near enough!"—an easy way out, or maybe she was just poor in arithmetic and didn't realize how far from her goal she was. That could be our trouble too—not realizing!

You know the boy you're teaching can't use the facts you teach him if he has to go to prison, or don't you have any of the type of boys who have any possibility of ending up there? Somebody has—according to the papers—and the thing we should realize is that there is often so little difference between the boy who does and the boy who doesn't—end up there. I'm in favor of letting down and talking shop (their shop) once in a while. That personality they develop is a result of the answers they receive or lack to their "shop problems."

Problems of Students

I'd almost say, "Don't miss any opportunity to discuss their problems, collectively or especially individually, if they show any desire to at all." Maybe they have to be led back onto the track once in a while, but keep their problem mixed in it if you can, even then.

Teachers are continually being told that they're important because they're working with human beings. In spite of that, I occasionally catch myself wishing the ones I work with were filing cabinets for facts. Put some in once in a while, check to see that they're still there; give them all A's; no problems! But then if I get rid of that idea and accept the human being and think of myself as a human being for just a few minutes, I realize that my principal problems are not facts (if I know where I can find the few I need) but securing physical resources to work out ideas or desires; living with others and myself. For one reason or another, that last is a rather hard job at times. I can think of a boy in one of my classes who's having a tough time getting along with himself. The "Don't give that job to me, I'll make a mess of it" type of problem. I'm not sure I can give him what he needs most, but I am sure he doesn't need facts the most. I read just two days ago of a boy who shot himself during a period in which he was one of twenty-

(Continued on Page 175)

Farming Programs

C. L. ANGERER

Group projects and their value

W. H. WAYMAN, Former Teacher, New Martinsville, West Virginia*

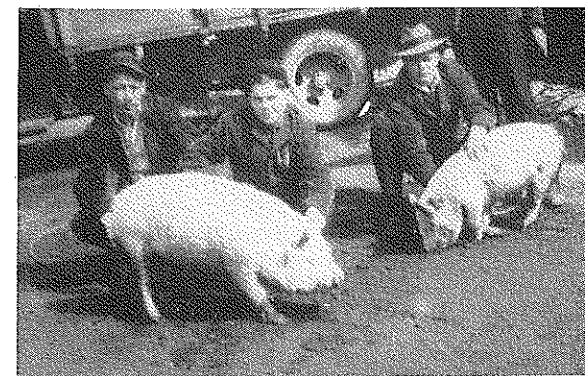
A GROUP PROJECT conducted by members of F.F.A. chapters is one means of stimulating interest in the F.F.A. and in vocational agriculture. Besides stimulating interest, a group project also serves as a teaching device, encourages cooperative activity, aids in financing chapter activities, and leads to worthwhile community service. Any one of these advantages, if properly presented to the chapter, will encourage the members to sponsor a group undertaking.

During each of the past three years the members of the Magnolia Chapter of Future Farmers of America have conducted a group project. The first year fifty broilers were raised in the school shop in a battery brooder. The members took turns in feeding and caring for the chicks. Part of the broilers were used to furnish meat for the annual parent-son banquet, and the rest were sold. The chapter realized a nice profit, because the chicks and feed were donated by a local store. The advantages of this project, in addition to the cash earned, were that the members learned the value of good feed; the chicks gained faster than any chicks raised by members in their own supervised farming programs; and the students learned that the nature of the feed affects the quality of meat produced. The members also learned the value of sanitary practices.

Swine Feeding Project

At the beginning of the second year, the members felt that many farmers were using poor practices in feeding hogs. Previously many farmers in the community sold cream and fed skim milk to hogs, but the opening of a market for whole milk took the skim milk from the farms, and as a result farmers did not feed enough protein to hogs to maintain a balanced ration. The chapter purchased two pigs that were

*Mr. Wayman is now a district supervisor in West Virginia.



Pigs used for feeding demonstration conducted with cooperation of local feed dealer.



Carcasses of litter mates showing contrasts resulting from differences in feeding.

have been community-service projects as well as group projects, because many patrons have benefited from the results obtained. The members learned first-hand information that is valuable to them and also learned how to work together.

Complications

Many chapters have used the group project as a means of financing their activities, and it has some advantages. There is one disadvantage to be noted, however, in that it is usually hard for the members to find time during the summer months to keep the projects going. This, of course, depends upon the facilities available in each community. Usually it is better for the member to devote his extra time to work on his individual farming program than it is to spend time on a group project just for the purpose of raising money.

The above projects were conducted during the regular school year, and they helped to create as much interest in the chapter as any other activity. Group projects, if properly presented and conducted, will create interest, improve farming practices, provide finances for other activities, and at the same time encourage cooperative activity.

Teaching Boys

(Continued from Page 174)

two students in a class. Very dramatic and he got some attention for once anyway. Reason indicated in a note was: he had no friends and nothing to live for. True, that's the extreme, but there are lots of lesser ones. Their problems may not cause such a tragedy but they're mighty important to them, so give as many as you can as much help as you can. Make them feel that they can talk it over.

Even this little fellow didn't approve of so much silence. A very small boy came home dejectedly from his first day at school. "Ain't goin' tomorra," he muttered. "And why not?" his mother asked. "Well, I can't read and I can't write and they won't let me talk, so what's the use."

The dates for the 1948 national convention of the F.F.A. have been set for November 14-19. "Twenty Thousand for the Twentieth Anniversary" is being played up as the convention slogan.

These two feeding demonstrations

Methods for improving instruction through emphasis on improved practice in farming programs

RUSSELL L. RUBLE, Teacher, Lehman, Pennsylvania



Russell L. Ruble

THE supervised farming program is and should be accepted as the nucleus or core of the overall program in vocational agriculture. To develop a successful and practical farming program for each student becomes a matter of major concern to the teacher of vocational agriculture.

The success of the farming program is determined largely by the extent to which the student adopts improved farming practices. The teacher's first problem is that of discovering effective means and methods of interesting students in the improved farming practices and getting them to use the new and better practices in their supervised farming programs.

The writer conducted a study (1) to determine the means and methods now used by teachers to stimulate the adoption and use of improved agricultural practices by their students, (2) to discover which means and methods were deemed most effective, (3) to find ways by which teaching of improved farming practices might be improved, and (4) to determine the important factors which most frequently effect the adoption and use of improved practices in the farming programs of students of vocational agriculture.

How The Study Was Made

A request asking for an enumeration of the most effective means and methods of getting students to adopt and use improved practices in farming programs, and for other pertinent data was directed to a sampling of approximately three per cent of all the teachers of vocational agriculture in the United States. State supervisors for vocational agriculture designated the teachers from within their states who were to receive the questionnaire. Two hundred fifty-two teachers received the request and seventy-five per cent of this number responded.

Some of the Findings

A long and useful list of methods was suggested by the teachers. In this limited report I shall have space to refer only to those mentioned most frequently. I shall mention and discuss the first six of these means and methods.

(1) *Teaching of improved practices as a definite part of each unit of instruction.*

Teachers stressed the importance of careful lesson planning and of dealing with each student as an individual relating the instruction to a specific student and his farming program. Demonstrations, practicums, field trips, all serve as effective means in the teaching of improved practices, but the real test is to find that the practice is put into effect on the boys' farm. This is accomplished through the supervision of the farming programs by the teacher. The teaching is not complete until the improved practice is actually in use.

(2) *Developing abilities and skills through practicums, field trips, etc.*

The many and commonly mentioned virtues of the field trip were frequently pointed out by teachers. Through the field trip the teacher carries many improved practices over from the area of theory to the area of practice. The well-known interest-stimulating value of the field trip was frequently mentioned and also the whole philosophy of carrying on to a doing level is reached. This method represents a most practical aspect of the teaching, and is in reality a final step in the first mentioned method. Some teachers found that the group project or school farm idea contributed greatly to the effectiveness of this means of teaching improved practices to their students.

(3) *Project visitations and systematic checking on improved practices.*

Systematic checking of improved practices and visitation on the farm brings the teacher into closer contact with the student and the parents. As a result there is a better understanding between the teacher, the parent, and the student, and this understanding often ties in with the question of using improved practices on that farm.

(4) *Providing for improved practices in project plans.*

Appropriate provision should be made in project record books for the student to indicate improved practices in connection with all types of projects. Some teachers make the improved practices their teaching objective or goal in the development of each productive unit of instruction.

(5) *Proving the value of their use through increased cash income.*

When a student is able to put more cash into his pocket as a result of trying a new practice, he is usually ready to make it an established practice. Also when he can see neighbors and friends enjoy a greater degree of prosperity as a result of the use of new farming practices, he too is usually ready to give the practices a trial. A good many of

the reporting teachers related this means of teaching new practices to the keeping and study of farm records.

(6) *Stimulating interest through the F. F. A. organization.*

The work of the F.F.A. has become an integral part of the instruction in vocational agriculture. The organization sets up a program of work, and the listing and promoting of improved farming practices is generally an item included in the program of chapters. Sometimes merit awards are worked out on a basis of the adoption of improved farming practices. F. F. A. contests, and tours, can all be used to help stimulate improvements in farming practices.

Factors in Usage of Improved Practices

The following are some of the factors which the writer found to interfere with the most successful teaching of improved farming practices: (1) Not enough classroom emphasis, (2) lack of teaching and farming experience on the part of the teacher, (3) uninformed parents unwilling to cooperate, (4) students who think the practices involve too much work, (5) initial investment for some practices is too high, (6) not enough practical experience provided for the student, and (7) teachers overlook the necessity of follow-up work to check on improved practices.

Recommendations

The writer offers the following recommendations:

1. Teachers should place more emphasis on improved farming practices in connection with each teaching unit; should make improved practices a part of every teaching plan.

2. In all project visitation, teachers should check regularly with their students on the status of improved farming practices.

3. Provision for the use of improved farming practices should be a part of all projects plans.

4. Teachers should increase the degree of teaching emphasis on the improved practices that are of the greatest economic importance to the farmers of the community.

5. The F. F. A. organization should always be used as a means to stimulate the use of improved farming practices.

6. Improved practice goals should be set for each student and a measurement of his progress made by the teacher.

7. A closer parent-teacher-boy understanding of the importance of the improved practice program should be developed.

Michigan association F.F.A. sponsors awards program

LUKE H. KELLY, Executive Secretary, Lansing, Michigan

EACH October a special edition of the Michigan F.F.A. Newsletter is devoted to the Michigan Future Farmer Program of Special Activities. This edition is sent to each active F.F.A. chapter in Michigan. The objectives of the Program of Special Activities are:

1. To stimulate the improvement of Future Farmer programs in Michigan
2. To assist F.F.A. members to become established in farming
3. To develop leadership abilities of F.F.A. members
4. To develop the ability of both F.F.A. members and F.F.A. chapters to organize and conduct cooperative F.F.A. activities
5. To develop the ability of F.F.A. members to improve rural living

For purposes of contest activities, F.F.A. programs within the state are organized on local, district, regional, and state bases. Eliminations are made at each level and winners are eligible for the next higher contest.

The state is divided into twenty-two districts which comprise eight regions. Winners of the district contests are eligible to compete in the regional contests, and winners of the eight regional contests are eligible to compete in the state contests held at the time of the State F.F.A. Convention in late March or Future Farmer Week in mid-June.

Cash awards totaling \$21,975 are used as incentives for participation in the contests and to offset certain expenses involved in preparation for contests and to offset travel expenses to the various programs.

Statewide contests are held in the areas of public speaking, public speaking on the subject of farmer cooperatives, demonstrations, parliamentary procedure, Michigan Association Chapter Contest, Star Farmer awards, farm mechanics awards, farm and home electrification awards, Chapter Farmer awards, and farm fire prevention scholarship awards.

The Milwaukee Road contribution for an Upper Peninsula educational award program and the Prairie Farmer-WLS youth awards programs are educational trips available to certain groups of the Michigan Association. The former is for the Upper Peninsula representatives to the National F.F.A. Convention, and the latter is for the newly elected state officers to attend an educational trip in Chicago.

During this fiscal year \$300 will be

provided by the National Future Farmer Foundation for state contests. In addition, funds will be available from the Foundation for financing state-initiated projects in livestock improvement. Last year this amount was \$620.86.

In 1947-48 \$1,675 will be provided by the Michigan Association of Farmer Cooperatives, New York Central Railroad, Michigan Milk Producers' Association, Atlantic and Pacific Tea Company, Kroger Grocery and Baking Company, Farm Underwriters' Association, and the Milwaukee Railroad. The award trip for state officers sponsored by Prairie Farmer-WLS is not in the form of a cash award. They pay all of the expenses incurred by the officers in connection with this trip.

Legislature Supports F.F.A. Activities

The State Department of Agriculture through the State Legislature furnishes \$20,000 for the promotion and development of the Future Farmer program each year. In addition to supplying cash awards, these funds also cover State Farmer degree keys and certificates and premiums for the statewide marketing schools and sales in the area of fat stock, potatoes, bred gilts, and dairy cattle.

The largest single expense from the Department of Agriculture funds will be \$11,265 which is available to chapters for awards on the local level to stimulate participation in the various activities of the local program of work. This includes travel and meal expenses for regional leadership training programs, regional contests, and state convention participation for official delegates, for State Farmer Degree candidates, and for contestants.

The latest addition to this Program of Special F.F.A. Activities was announced in the October Newsletter. Michigan State College is making available fifteen scholarships of \$50 each for the college year 1948-49. These scholarships are for high school graduates who have completed all of the vocational agriculture offered in their high schools, including F.F.A. activities, and who plan to enroll at Michigan State College and major in the School of Agriculture.

We feel that in the past these awards and contests have helped to stimulate member and chapter interest in the various activities. This has resulted in improved instructional programs in vocational agriculture and improved F.F.A. chapters in Michigan. We expect to secure the same results again this year.

CARL GILMORE, former Graduate Assistant, Michigan State College

MOST state F.F.A. associations have newsletters of one form or another. They are used to inform the chapters of happenings and activities of the F.F.A. The question has often been raised as to just how many of these newsletters are read and how many are filed with miscellaneous papers and never opened. It is suggested that physical makeup influences the acceptability of a newsletter.

In an attempt to find something of their composition a comparison was made of some fifteen from as many different states. These newsletters were from those sent unsolicited to the Division of Education at Michigan State College during recent months. Distribution shows that two of the Atlantic Coast states were represented, five of the South, four of the Mid-West, and four of the Western states.

Eight of the 15 newsletters were printed, five had printed covers with mimeographed pages and two were mimeographed entirely. Newsletters in each of these three divisions had some characteristics peculiar to themselves. Printed newsletters averaged 10 pages each, mimeographed newsletters averaged 22 pages each. The printed ones had pictures, averaging 12 each with a range of two in one to 44. The issue with the largest number had three-eighths of its space filled with pictures. One mimeographed letter had an insert page of pictures. Four of the printed issues had cover pictures. Two newsletters had advertisements, one using one-eighth and the other nearly one-fourth of its space for this purpose.

Most of the newsletters tended to place the happenings of the local chapters in the spotlight. Three of the copies were "state convention" issues and had few or no local items, but as a contrast several others were almost entirely devoted to local chapter happenings.

A number of devices could be recognized as attempts to hold the interest of the reader. Pictures definitely enlivened the letters. Cover pictures, guest editorials, sweetheart-of-the-month columns, use of a monthly or seasonal motif in make-up, jokes and cartoons, out-of-state F.F.A. flashes, verse, write-ups of present activities of former members, and stories of farming programs helped to add variety.

A goal of those responsible for issuing the newsletters is to have them read. In order to increase readability the following suggestions are made:

1. A printed cover with a picture aids in building a favorable impression
2. An index gives the reader an overall survey of the contents.
3. Local chapter items should have a prominent part in the publication
4. Special features such as those listed above should be included to add interest
5. Consideration should be given to the use of insert pages of photographs

Conducting an F.F.A. community stunt night

HARRY SCHNIEBER, Adviser, Belvidere, New Jersey

THE BELVIDERE Chapter F.F.A. recently held its seventh annual farm show and fun night with an attendance of about 400 people.

Featured on the afternoon program was an F.F.A. calf show, during which 15 dairy animals belonging to F.F.A. members were shown and judged. Following this also in the afternoon, exhibits of fruit, corn, potatoes, vegetables, eggs, ducks, and turkeys were judged.

This year local farm machinery, truck and appliance dealers participated in the show and added much with their excellent commercial exhibits. Each exhibitor was given as much space as he desired, free of charge.

The program was planned by F.F.A. members with suggestions from the chapter adviser and consisted of selections by the high school band and the F.F.A. "Barbershop Sextette" and a series of contests which included: pic eating, spaghetti eating, corn husking, cow milking, and a greased pig catch.

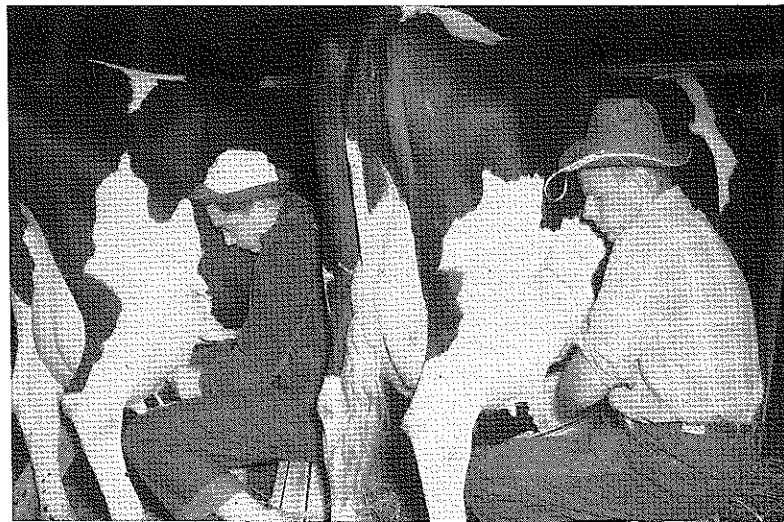
of fun in this event before the pig was caught successfully.

The entire program was conducted in the high school athletic field.

Pens were set up by some chapter members, other strung nearly 1000 feet of colored lights, another group sold refreshments, one group assisted the judges and had charge of the exhibits, several others collected tickets, another member ran several straw rides with the school tractor and still another acted as master of ceremonies.

It really takes a lot of planning and cooperation on everyone's part to put a program such as this over. Everything didn't work out perfectly, but everyone had a good time and it is hoped by chapter members to have a bigger and better show next year, just as this year's activity was bigger and better than last year's.

Financially, the chapter cleared \$75.00 on the affair from the sale of tickets at 25 cents each, including tax, and the sale of refreshments.



A milking contest is one of the attractive stunts conducted in connection with the annual farm show. (Photo courtesy Easton Express.)

Of the contests, the last two were the most interesting. A cow milking platform complete with four stanchions was built three years ago in the farm shop, thus making it possible to have four contestants milking at one time. This year cows for the event were loaned by local cattle dealers.

The purpose of the cow milking contest is to see who can get the most milk in a given length of time, usually 90 seconds. After the first group finishes a second group of contestants vie for top honors. This year three groups of contestants milked in the contest. After the contests the cows were immediately milked out.

In the greased pig catching contest, a 50 pound pig was used. After being greased, the pig was released in a fenced-in area about 60 feet in diameter. Six contestants dressed in old clothes tried to catch the pig. There was a lot



Truck owned by the Edmonds F. F. A. chapter.

Use of F.F.A. Truck at Edmonds, Wash.

Two years ago the Edmonds F.F.A. boys purchased a new truck, from chapter funds earned from custom tractor work, to help in the completion of their program of work.

After two years, the truck has proven a great help in accomplishing the goals set up in the chapter's program of work.

Supervised Farming Committee

1. Hauling feed for members' projects
2. Transportation for classes on field trips and judging contests
3. Transportation for tours
4. Hauling projects to and from shows
5. Hauling livestock to and from breeding services
6. Hauling fertilizers, etc., for crop projects
7. Transporting newly purchased animals

Cooperative Activities Committee

1. Hauling cooperatively purchased feed, seed, fertilizer, crops, and livestock for members.

Community Service Committee

1. Hauling F.F.A. tractor equipment and sprayer from job to job
2. Floating school football field before games
3. Hauling materials for school
4. Providing transportation for Boy Scouts and other similar groups

Leadership Activities Committee

1. Aids in chapter publicity
2. Provides driving training

Earnings and Savings Committee

1. Aids in community service and supervised farming projects to earn money for chapter treasury

Conduct of Meetings Committee

1. Transporting boys to and from F.F.A. meetings
2. Transporting members to joint and county F.F.A. meetings

Scholarship Committee

1. Members must be passing in all subjects before being eligible to work on F.F.A. equipment
2. Transportation for educational tour to eastern Washington

Recreation Committee

1. Used for transportation to and from:
 - a. Roller skating party
 - b. Fishing and hiking trips
 - c. F.F.A. athletic contests
 - d. Splash party
 - e. Other recreational trips and events

Stanley Echelberger, Reporter in *Washington Future Farmer*

OFFICE OF EDUCATION, WASHINGTON, D. C.

John W. Studebaker—U. S. Commissioner of Education
 R. W. Gregory—Ass't Commissioner for Vocational Education
 W. T. Spanton—Chief, Agricultural Education
 D. M. Clements—Ass't Chief, Agricultural Education

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

E. J. Johnson—Program Planning W. N. Elam—Program Planning
 d—directors ad—assistant to director
 s—supervisors as—assistant supervisors rs—regional supervisors
 ds—district supervisors t—teacher trainers it— itinerant teacher trainers
 rt—research workers Nt—Negro teacher trainers
 sms—subject matter specialists

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

ALABAMA
 d—R. E. Cammack, Montgomery
 s—J. C. Cannon, Montgomery
 ds—H. F. Gibson, Auburn
 ds—T. L. Faulkner, Auburn
 ds—B. P. Delworth, Auburn
 ds—J. L. Dailey, Montgomery
 ds—H. R. Culver, Auburn
 ds—L. L. Sellers, Auburn
 t—S. L. Chesnut, Auburn
 t—D. N. Bostons, Auburn
 t—R. W. Montgomery, Auburn
 t—R. C. Scarborough, Auburn
 sms—C. R. Arthur, Tuskegee Institute
 Nt—F. T. McQueen, Tuskegee Institute
 Nt—E. L. Donald, Tuskegee Institute

ARIZONA
 d—J. R. Cullison, Phoenix
 s—R. W. Ghine, Tucson
 t—W. A. Schafer, Tucson

ARKANSAS
 d—J. M. Adams, Little Rock
 s—C. R. Wilkey, Little Rock
 as—S. D. Mitchell, Little Rock
 ds—T. A. White, Monticello
 ds—O. J. Seymour, Arkadelphia
 ds—J. A. Niven, Russellville
 ds—Y. H. Wohlford, State College
 ds—Roy W. Roberts, Fayetteville
 t—La Van Shoptaw, Fayetteville
 Nt—L. R. Gaines, Pine Bluff

CALIFORNIA
 d—Julian A. McPhee, Sacramento
 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—H. H. Burlingham, Chico
 rs—J. C. Gibson, Los Angeles
 t—S. S. Sutherland, Davis
 sms—Geo. P. Couper, San Luis Obispo
 sms—J. I. Thompson, San Luis Obispo

COLORADO
 d—E. C. Comstock, Denver
 s—A. R. Bunger, Denver
 t—R. W. Canada, Ft. Collins

CONNECTICUT
 d—Emmett O'Brien, Hartford
 s—R. L. Hahn, Hartford
 t—W. Howard Martin, Storrs

DELAWARE
 d—R. W. Heim, Newark
 s—W. L. Mowlds, Dover

FLORIDA
 d—Colin English, Tallahassee
 s—Harry Wood, Tallahassee
 t—E. W. Garris, Gainesville
 t—W. T. Lofton, Gainesville
 it—J. G. Smith, Gainesville
 it—J. L. Poncher, Gainesville
 it—T. L. Barrineau, Jr., Gainesville
 it—Otis Bell, Gainesville
 Nt—L. A. Marshall, Tallahassee
 Nt—G. W. Conoly, Tallahassee

GEORGIA
 d—M. D. Mobley, Atlanta
 s—T. G. Walters, Atlanta
 ds—George I. Martin, Tifton
 ds—C. M. Reed, Carrollton
 ds—J. N. Baker, Swainsboro
 ds—J. H. Mitchell, Athens
 t—John T. Wheeler, 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
 Nt—S. P. Fugate, Fort Valley

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

IDAHO
 d—William Kerr, Boise
 s—Stanley S. Richardson, Boise
 as—Ed. Lovell, Pocatello
 t—H. A. Winner, Moscow

ILLINOIS
 d—Ernest J. Simon, Springfield
 s—J. E. Hill, Springfield

as—J. B. Adams, Springfield
 as—A. J. Andrews, Springfield
 as—H. M. Strubinger, Springfield
 as—P. W. Proctor, Springfield
 as—H. R. Damisch, Springfield
 t—H. M. Hamlin, Urbana
 t—G. P. Deyoe, Urbana
 t—J. N. Weiss, Urbana
 t—L. J. Phipps, Urbana
 sms—Melvin Henderson, Urbana
 sms—H. J. Rucker, Urbana
 sms—Harold Witt, Urbana

INDIANA
 d—Bon H. Watt, Indianapolis
 s—H. B. Taylor, Indianapolis
 t—B. C. Lawson, Lafayette
 rt—S. S. Cromer, Lafayette
 it—K. W. Kiltz, Lafayette
 it—H. W. Leonard, Lafayette
 it—E. E. Clanin, Lafayette
 it—I. G. Morrison, Lafayette

IOWA
 d—J. H. Wood, Des Moines
 s—H. T. Hall, Des Moines
 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

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

KENTUCKY
 d—Watson Armstrong, Frankfort
 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

LOUISIANA
 d—John E. Cox, Baton Rouge
 s—D. C. Lavergne, Baton Rouge
 as—J. J. Arceneaux, Baton Rouge
 as—J. N. Carpenter, Baton Rouge
 as—J. J. Stovall, Baton Rouge
 t—Roy L. Davenport, Baton Rouge
 t—J. C. Floyd, Baton Rouge
 t—M. C. Garr, Baton Rouge
 sms—Harry Braud, Baton Rouge
 t—A. Larriviere, Lafayette
 t—A. A. LeBlanc, Lafayette
 Nt—M. J. Clark, Scottlandville
 Nt—D. B. Matthews, Scottlandville

MAINE
 s—Herbert S. Hill, Orono
 as—Wallace H. Elliott, Orono

MARYLAND
 d—John J. Seidel, Baltimore
 s—Harry M. MacDonald, Baltimore
 t—Arthur M. Abalt, College Park
 Nt—J. A. Oliver, Princess Anne

MASSACHUSETTS
 d—M. Norcross Stratton, Boston
 s—John G. Glavin, Boston
 t—Jesse A. Taft, Amherst
 t—Charles F. Oliver, Amherst

MICHIGAN
 d—Ralph C. Wenrich, Lansing
 s—Harry E. Nesman, Lansing
 s—Luke H. Kelley, Lansing
 s—Raymond M. Clark, Lansing
 s—John W. Hall, Lansing
 t—H. M. Byram, East Lansing
 t—G. C. Cook, East Lansing
 t—Paul Sweany, East Lansing

MINNESOTA
 d—Harry C. Schmidt, St. Paul
 s—Leo Knuti, St. Paul
 t—A. M. Field, St. Paul
 t—M. J. Peterson, St. Paul

MISSOURI
 d—Yrany Dale, Jefferson City
 s—C. M. Humphrey, Jefferson City, acting
 ds—J. A. Bailey, Jefferson City
 ds—Joe Moore, Mt. Vernon
 t—G. F. Ekstrom, Columbia
 t—C. V. Roderick, Columbia
 sms—Joe Duck, Columbia

as—H. E. Mauldin, Jr., Jackson
 as—A. P. Fetherree, Jackson
 as—R. H. Frazier, Jackson
 ds—E. E. Holmes, Oxford
 ds—V. P. Winstead, State College
 t—V. G. Martin, State College
 t—N. E. Wilson, State College
 t—J. F. Seoggin, State College
 t—O. L. Snowden, State College
 sms—D. W. Skelton, State College
 sms—A. E. Strain, State College
 Nt—A. D. Fobbs, Alcorn

MONTANA
 d—Ralph Kenck, Bozeman
 s—A. W. Johnson, Bozeman
 as—Arthur B. Ward, Bozeman
 t—R. H. Palmer, Bozeman
 t—H. E. Rodeberg, Bozeman

NEBRASKA
 d—G. F. Liebendorfer, Lincoln
 s—L. D. Clements, Lincoln
 as—E. W. Gross, Lincoln
 t—H. E. Bradford, Lincoln
 t—C. C. Minter, Lincoln

NEVADA
 d—Donald C. Cameron, Carson City
 s—Lloyd Dowler, Carson City

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

NEW JERSEY
 d—John A. McCarthy, Trenton
 s—H. O. Sampson, New Brunswick
 as—O. E. Kiser, New Brunswick
 as—W. H. Evans, New Brunswick

NEW MEXICO
 s—L. C. Dalton, State College
 as—Alan Staley, State College
 t—Carl G. Howard, State College

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

NORTH CAROLINA
 d—J. W. Smith, Raleigh
 as—Roy H. Thomas, Raleigh
 as—R. J. Poester, Raleigh
 ds—E. J. Poester, Raleigh
 ds—J. M. Osteen, Rockingham
 ds—T. H. Stafford, Asheville
 ds—T. B. Elliott, Woodland
 ds—N. B. Chesnut, Whiteville
 t—Leon E. Cook, Raleigh
 t—L. O. Armstrong, Raleigh
 t—J. K. Coggin, Raleigh
 t—F. A. Nylund, Raleigh
 Nt—S. B. Simmons, Greensboro
 Nt—C. E. Dean, Greensboro
 Nt—W. T. Johnson, Greensboro

NORTH DAKOTA
 d—A. F. Aranson, Grand Forks
 s—Ernest L. DeAlton, Fargo
 as—Winston H. Dolve, Fargo
 t—Shubel D. Owen, Fargo

OHIO
 d—J. R. Strobel, Columbus
 s—Ralph A. Howard, Columbus
 ds—W. G. Weiler, Columbus
 ds—E. O. Bolender, Columbus
 ds—F. J. Ruble, Columbus
 ds—D. R. Purkey, Columbus
 t—W. F. Stewart, Columbus
 t—H. G. Kenestrick, Columbus
 t—C. E. Rhoad, Columbus
 t—Ralph E. Bender, Columbus
 t—A. C. Kennedy, Columbus
 rt—Ray Fife, Columbus

OKLAHOMA
 ds—J. B. Perky, Stillwater
 as—Bonnie Nicholson, Stillwater
 ds—W. R. Felton, Stillwater
 ds—Bryl Killian, Stillwater
 t—C. L. Angerer, Stillwater
 t—Don M. Orr, Stillwater
 t—Chris White, Stillwater
 Nt—D. C. Jones, Langston

OREGON
 d—O. I. Paulson, Salem
 s—Ralph L. Morgan, Salem
 as—M. C. Buchanan, Salem
 t—H. H. Gibson, Corvallis

PENNSYLVANIA
 d—Paul L. Cressman, Harrisburg
 s—H. C. Fetterolf, Harrisburg
 s—W. A. Martin, Harrisburg
 t—Henry S. Brunner, State College
 t—William F. Hall, State College
 t—C. S. Anderson, State College
 t—David R. McClay, State College
 it—Glenn Z. Stevens, State College

PUERTO RICO
 d—L. Garcia Hernandez, San Juan
 s—Nicholas Mendez, San Juan (on leave)
 s—Samuel Molinary, San Juan (acting)
 as—Rafael Muller, San Juan
 as—Frederico A. Rodriguez, San Juan
 as—Juan Acosta Henriquez, San Juan
 ds—Frederico Carbonell, San Juan
 ds—Juan Mendez, Cayey
 ds—Gregorio Mendez, Arecibo
 ds—Nicolas Hernandez, Aguadilla
 t—Juan Robles, Mayaguez

as—George H. Baldwin, Providence
 t—Everett L. Austin, Providence

SOUTH CAROLINA
 d—Verd Peterson, Columbia
 t—R. D. Anastain, Chester
 as—P. G. Anastain, Chester
 as—W. E. Gora, Columbia
 ds—W. M. Mahoney, Honea Path
 ds—J. H. Von, Loris
 ds—W. B. Carter, Walterboro
 t—B. H. Stribling, Clemson
 t—J. B. Monroe, Clemson
 t—T. E. Duncan, Clemson
 t—F. E. Kirkley, Clemson
 t—W. C. Bowen, Clemson
 Nt—Gabe Buckman, Orangeburg
 Nt—J. P. Burgess, Orangeburg

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

TENNESSEE
 ds—G. E. Freeman, Nashville
 as—J. W. Brimm, Nashville
 ds—H. N. Parks, Gallatin
 ds—L. A. Carpenter, Knoxville
 ds—Ben Douglas, Jackson
 ds—S. L. Sparks, Nashville
 t—N. E. Fitzgerald, Knoxville
 t—J. B. Kirkland, Knoxville
 rt—A. J. Paulus, Knoxville
 rt—E. B. Knight, Knoxville
 Nt—W. A. Flowers, Nashville

TEXAS
 d—W. E. Lowry, Austin
 s—Robert A. Manire, Austin
 as—R. Lano Barron, Austin
 as—George H. Hurt, Austin
 ds—O. T. Ryan, Lubbock
 ds—Vannoy Stewart, Commerce
 ds—C. D. Parker, Kingsville
 ds—A. B. Childers, Mart
 ds—O. M. Holt, College Station
 ds—W. E. Williams, Alpine
 ds—J. B. Payne, Stephenville
 ds—L. I. Samuel, Arlington
 ds—J. A. Marshall, Naogdoches
 ds—T. R. Rhodes, Huntsville
 t—E. R. Alexander, College Station
 t—Henry Ross, College Station
 t—L. V. Halbrook, College Station
 sms—W. A. Sherrill, College Station
 t—J. L. Moses, Huntsville
 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—L. M. Hargrave, Lubbock
 it—Feral M. Robinson, Huntsville
 sms—Kyle Leftwich, Huntsville
 Nt—E. M. Norris, Prairie View
 Nt—O. J. Thomas, Prairie View
 Nt—E. E. Collins, Texarkana
 Nt—S. E. Palmer, Tyler
 Nt—Gus Jones, Caldwell
 Nt—Wardell Thompson, Prairie View
 Nt—Paul Rutledge, Palestine

UTAH
 d—E. Allen Bateman, Salt Lake City
 s—Mark Nichols, Salt Lake City
 as—Elvin Downs, Salt Lake City
 t—L. R. Humpherys, Logan

VERMONT
 d—John E. Nelson, Montpelier
 s—C. D. Watson, Burlington
 t—James E. Woodhull, Burlington

VIRGINIA
 d—Richard N. Anderson, Richmond
 s—F. B. Cale, Richmond
 as—R. E. Bass, Richmond
 as—W. R. Emmons, Boykins
 ds—J. O. Hoge, Blacksburg
 ds—W. R. Legge, Winchester
 ds—J. C. Green, Powhatan
 ds—W. C. Dudley, Appomattox
 t—H. W. Sanders, Blacksburg
 t—C. E. Richard, Blacksburg
 t—C. S. McLaren, Blacksburg
 Nt—J. R. Thomas, Ettrick
 Nt—A. J. Miller, Ettrick
 Nt—M. A. Fields, Ettrick

WASHINGTON
 d—H. G. Halstead, Olympia
 s—Bert L. Brown, Olympia
 as—M. C. Knox, Olympia
 as—H. M. Olsen, Olympia
 as—E. M. Webb, Pullman
 ts—Oscar Lorenz, Pullman

WEST VIRGINIA
 d—John M. Lowe, Charleston
 s—H. N. Hansucker, Charleston
 as—S. D. McMillen, Charleston
 t—D. W. Parsons, Morgantown
 t—C. W. Hill, Morgantown

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

WYOMING
 d—Sam Hitchcock, Cheyenne
 s—Perry Kirk, Cheyenne
 t—Jack Rueb, Laramie