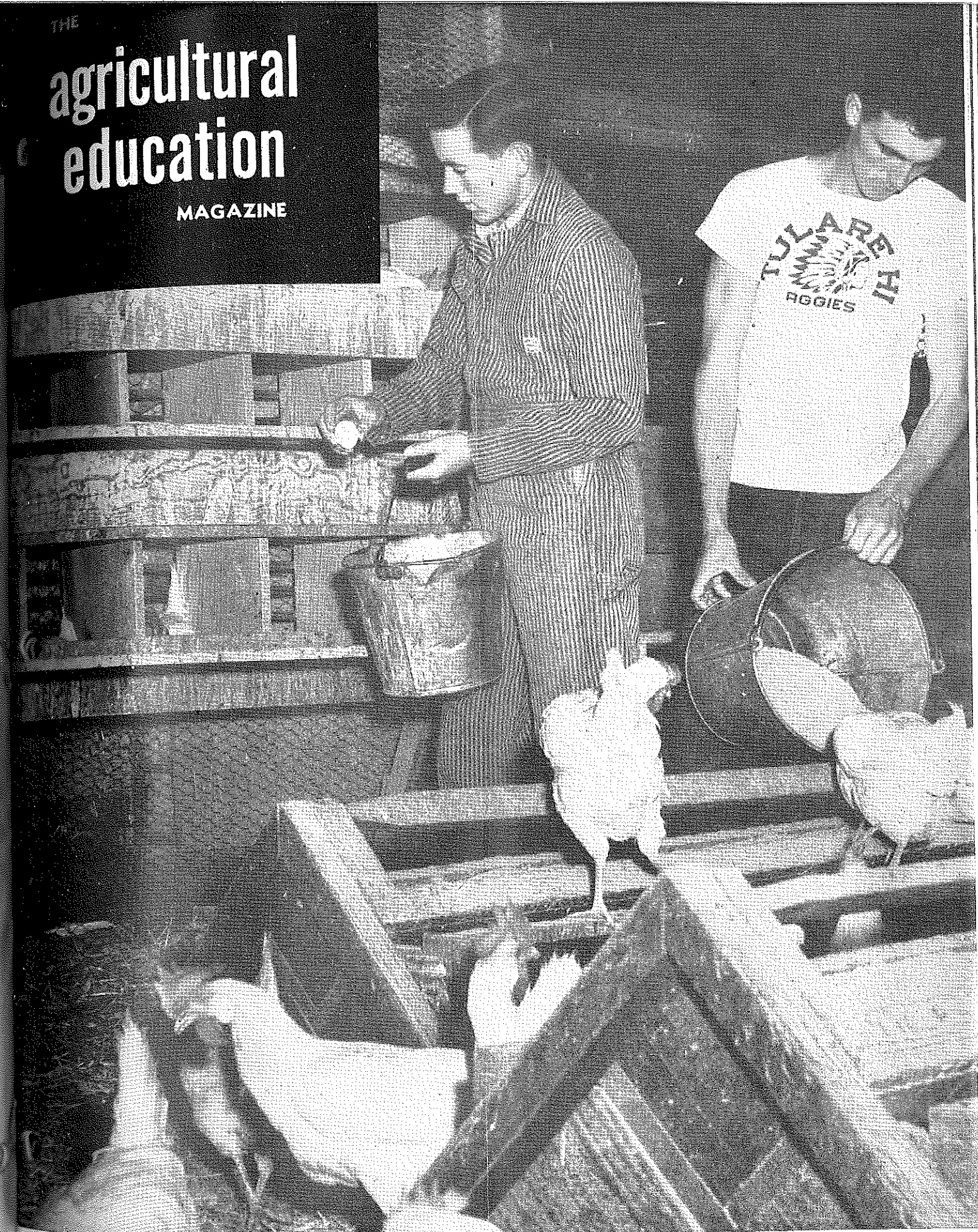


THE
**agricultural
education**
MAGAZINE



Students of vocational agriculture feeding the production flock of poultry at the Tulare, California school plant.
—Courtesy U. S. Office of Education

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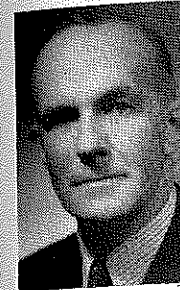
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Editorial Comment

Should Young Farmers Associations be affiliated? L. M. Sasman doesn't think so Mark Nichols advocates State Associations



L. M. Sasman

SHOULD state associations and a national organization be developed among members of Young Farmer classes?

My answer would be "no" for the following reasons:

The instructor already is expected to do more than he can do well.

At least in many states he is expected first to develop a strong program of vocational agriculture in high school. In Wisconsin, the average enrollment in these departments is over 50 boys and we had in 1947-48 twenty-six one-man departments with an enrollment of over

70 boys. The development of a sound farming program is basic in this training and such a development requires that the instructor maintain close contacts with the homes of his pupils.

The instructor is also expected to maintain a strong chapter of Future Farmers of America. The activities of that organization greatly enrich the program of vocational agriculture but they also require a considerable portion of the time of the instructor.

In Wisconsin and a number of other states primary attention has also been given to the development of young farmer classes. In this state every instructor in a department with less than 70 enrolled is expected to conduct at least two classes for out-of-school youth or adults. The adult program is also emphasized throughout the nation. In many states the enrollment in adult classes in agriculture is greater than the enrollment in high school classes.

This three- or four-fold program requires the full time of the instructor in agriculture. In fact, the load has been increasing to the point where instructors look much more frequently toward other fields which provide better compensation together with the requirement of less effort.

It is sometimes said that the formation of a national organization of young farmers will lighten the load of the instructor. I believe that a local organization of the members of young farmer classes has in many cases lightened the load. To successfully conduct a state and national organization of young farmers, however, would require time and effort at least comparable to that now required by the Future Farmers of America. I do not believe we can ask our instructors to assume this load until we indicate some other place that the load is to be lightened.

The job of providing a national organization of young farmers should be left to the present farm organizations. It is said sometimes that these are adult organizations and that the young man just beyond high school age finds no adequate place in them. Both the Farmers Union and the Farm Bureau, however, are actively promoting junior organizations and with growing success. The Grange places great emphasis upon the family nature of its organization and in many cases has placed older youth in positions of leadership and responsibility. Instructors in agriculture could well work with these farm organizations in their local communities and aid them to more effectively serve older farm youth. Such a procedure would be much more logical than for vocational agriculture to promote another national organization of farm youth which would be certain to compete more or less with other farm organizations.

The Agricultural Extension Service, through its older youth program and also in cooperation with the organization

(Continued on Page 221)

TO ORGANIZE or not to organize— This is the question!

We have now completed thirty-two years of vocational agriculture in terms of the philosophy embodied in the Smith-Hughes Act. Naturally vocational agriculture anchored itself first of all with the regular high school program. This was a logical thing to do because vocational agriculture like all other educational programs needed a home. The public generally agrees that a good job is being done with high school youth in the all day program with its accompanying Future Farmer organization.

Vocational agriculture leaders, both state and national, for many years have been talking about a program of complete continuity involving all-day, part-time, and evening classes. Within the last few years "Young Farmer Programs" have crept into our consciousness and have a far better connotation than the term "Part-Time Classes" with respect to the purposes of this phase of vocational agriculture.

While we have talked a great deal about a program of complete continuity our actions have not kept pace with our talk. Most states have done very little with part-time or young farmer instruction. The Institutional On-Farm Training Program for veterans is beginning to awaken us as to our opportunity and responsibility in this respect.

In a recent survey by Mr. R. E. Naugher of the U. S. Office of Education, reports from 5,363 veterans indicated some interesting facts. Ninety-two per cent of them stated they wanted further training in agriculture when their period of entitlement with the Veterans Administration had ended. Seventy-seven per cent of them wanted a local Young Farmer Chapter. Fifty-seven per cent stated they would like to belong to a state Young Farmer Association, while forty-nine per cent expressed favor for a national Young Farmer Organization. It is hoped that after the expiration of the veterans farm training program we will have a sound young farmer program which will challenge the interest of young farmers when no subsistence is forth-coming.

In recent years the rural high school has become more than an institution of secondary level. Rural high schools are becoming increasingly larger due to the consolidation of school districts. Larger high schools have made it possible to provide better facilities for training. This is especially true in vocational agriculture where larger farm shops, better equipment, and increased library facilities are being provided. Indeed, the rural high school is being recognized as a community institute in many of the rural areas of our country. This institute provides instruction for both high school groups and post high school groups. This gives an opportunity to carry on a splendid program with young farmers. They look to the community institute as a place where they may receive class room and laboratory instruction as well as a meeting place to carry on regular organization and recreational activities.

The young farmer program up to date apparently has been one concerned primarily with problems of production; more milk per cow, more eggs per hen, or more corn per acre. Our instruction has centered largely around livestock, poultry, crops, soils, water, buildings and machines. It would seem however that the human element in farming is more important than any other. Indeed the development of the will (desire to do) is quite as important as the acquiring of



Mark Nichols

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skill. A good program of vocational education should therefore concern itself with the *will* as well as with *skill*. One writer has recently written a book on human engineering portraying this feature. Young farmers need a lot of training in human engineering. They need to learn how to successfully get along with themselves and with others. Managerial decisions are tied closely to this field. I regard this to be a problem in vocational agriculture and one which up to date we have given little attention.

A complete young farmer program is like a three legged stool. One leg is concerned with organized systematic class instruction. The second leg features the enrollee's farm experience including his individual farming program, supervision of that program by the instructor together with small group tours and trips. The third leg of the stool portrays Young Farmer organization activities including leadership, community service, cooperation, and other items in the field of human engineering.

Three Phases In Complete Program

Young farmer programs can be said to be complete only when they have the three legs to stand on. It would seem that a majority of the leaders in vocational agriculture agree with this philosophy. Not all of us agree as to the extent to which young farmers should be organized. In all probability the majority will agree that a local organization is desirable and beneficial. Most of us are indefinite concerning our attitude on state wide organizations for young farmers, while the matter of forming a national Young Farmer organization is very indefinite at present.

In this connection it should be emphasized that all states are different. The history of each state is different. The philosophies of the people are widely divergent. Methods of conducting educational programs in the states are extremely varied. The composition of the various local school districts is likewise very different. One state has forty school districts; an adjoining state has nearly two thousand. The administration of high school programs in each state also varies considerably. All of this makes for extremely heterogeneous situations with respect to schools in America. It is any wonder then that the ideas concerning state and national Young Farmer organizations among vocational agriculture leaders should be so divergent?

It is significant to note, however, that the all-day program has made great strides in the last twenty years since there has been a national Future Farmer organization with its accompanying state associations and local chapters. Previous to this time many local departments of vocational agriculture had agricultural clubs. These functioned well in their sphere, but they had their local limitations. When local representatives of Future Farmer chapters meet in state conventions they get new ideas from Future Farmers over the mountain or across the river. This cross fertilization of ideas, as in crossing corn or livestock, makes for increased vigor as well as for better understanding. When

Future Farmers from the states meet at the National F.F.A. convention this same process plays an important part in each young man's life. Each Future Farmer leaves the National Convention with a more sympathetic understanding of the other fellow. This is a desirable process in the field of human engineering which makes for better all-day programs, and Future Farmer activities. It is a loyalty builder of great worth; a leadership pearl of great price. What is good for a Future Farmer would seem desirable for a Young Farmer in this regard.

Four States Have State Organizations

State organizations for young farmers now exist in four states. A state leadership conference under the direction of a young farmer committee is held in another state. A number of states at present are considering the possibility of organizing state Young Farmer associations. This has its opportunities as well as its responsibilities with respect to leadership on the part of state supervisors of agricultural education. A constitution and by-laws carefully drawn up would seem to be a necessary part of such an organization. In the first place, only young men who are regularly registered in young farmer programs which meet the requirements of state plans in vocational agriculture should be admitted to membership. Such an organization should not engage in political activities. Likewise, there should be an upper age limit for active membership. This probably should not be over thirty years. No Young Farmer state organization should exist unless there is a need for one. States having a state wide organization list the following as some of the needs which it solves:

1. It gives young farmers a sense of belongingness, which builds wholesome attitudes of cooperation, friendship and good fellowship all of which need strengthening in our present adult farmer population.

2. Young farmers elect their own state officers to carry on their organization activities through democratic processes. This develops qualities of leadership and self initiative.

3. The members of the state Young Farmers organization plan their own state convention in cooperation with their adviser at which time they discuss problems of leadership, cooperation, community service, farming activities, and recreation; all of which are aspects of human engineering.

4. The State Supervisor of Agricultural Education, as the State Young Farmer Adviser, has an organization to work through in conducting this phase of the program for young farmers.

5. It gives expression to leadership and cooperation in these young men which was started in their Future Farmer days.

6. It bridges the gap between the Future Farmer days and the time when young farmers are ready to join adult farmer organizations.

7. It serves as a morale builder for the organization at the local level. Young farmers attending state conventions invariably return to their local chapters

with new ideas which help them to do a better job at the local level in all phases of young farmer activities.

8. Local instructional programs are strengthened where the leadership stature of young farmers is increased through participation in a state wide organization and the attending of state conventions.

If vocational agriculture leaders regard a young farmer program as a stool having only two legs (class instruction and supervised farming program for each enrollee) then perhaps a state Young Farmer organization has no place in their vocational agriculture program. If their philosophy of this program includes a three legged stool then most certainly it does.

It is observed that there are a number of older rural youth organizations in the country. Some of these are sponsored by rural churches, some by the Agricultural Extension Service, and some by Farm Bureau Federations. The National Grange also has a youth program. In other instances some of the larger farmer cooperatives have very active youth groups. In none of these cases, however, is there a program of organized systematic class instruction and a supervised farming program tied up with leadership, community service, and cooperative activities. Most of these youth groups meet on a county basis. A great portion of their program concerns itself with recreational activities, which in itself is not the primary objective of the Young Farmer organization. It would seem therefore that an active Young Farmer organization at both local and state levels could exist in those areas which have other youth groups without an essential duplication of the activities of either group. It is observed also that only a small percentage of young farmers are affiliated with these older youth groups.

Cooperation With Adult Groups Essential

Where a Young Farmer organization is functioning, however, it should be done with the cooperation of adult farmer organizations, and have the good will and support of their local and state leaders. Inasmuch as one of the fundamental purposes of the Young Farmer organization is to give an opportunity for young men to put in to practice those leadership qualities developed while Future Farmers, it would seem that most adult farmer organization leaders will be anxious to support and cooperate with the Young Farmer organizations in order to encourage membership in these adult groups.

Some leaders have stated that if young farmers are organized why not organize members of adult classes. To this question the answer is simply this: In all parts of the country adult farmers have an opportunity to join adult farmer organizations already in existence. There is not the same degree of need for organizing members of adult classes as there is for Future Farmers or Young Farmers. The question is likewise often asked as to whether or not the leaders of national farm organizations would be in sympathy with the state organizations of Young Farmers. The national presi-

dent of one of the leading farm organizations of the country was recently interviewed in this regard. His answer was "vocational agriculture leaders have a magnificent opportunity to render a service to American agriculture with this organization. Anything that vocational agriculture can do to build a better quality of leadership and a better understanding of cooperation among young farmers should be encouraged."

At a recent meeting of an Alpha Tau Alpha chapter at one of the land grant colleges a representative reported the proceedings of their national convention held at Milwaukee at the time of the A.V.A. Convention in December. This report was enthusiastically received by these young men who are preparing to become teachers of vocational agriculture. The fact that a national meeting was held and attended by one of their representatives gave these young men a feeling of interest and belongingness in a worthy cause which was particularly noticeable. This attitude is typical of American youth everywhere, just as it is typical of adults affiliated with national organizations. It would seem that a national conference for Young Farmer representatives of those states who have state Young Farmer associations could accomplish the same purpose. Whether or not a national organization of Young Farmers is formed there should be an annual opportunity for young farmer leaders in the above states to get together and exchange ideas.

Young Farmers Not Active In Adult Organizations

On three occasions during the past year I participated in meetings of farmers in adult farmer organizations. Questions arose at these meetings as to why young men were not taking an active part in their organization. I had an opportunity to reply and asked all young men under twenty-five years of age to stand. There were none present. The feeling of most of these farmers was that young men fail to appreciate, or have not been taught to understand the importance of farm organizations with respect to their contributions to American agriculture. Young farmers do not have a feeling of being wanted in

these groups. The Young Farmer organization gives young farmers this opportunity. They are wanted, they are needed, and they have an opportunity to express themselves in terms of their needs and interests which builds a spirit of friendship and fraternity that is often lacking in the training background of the farmers of today. Vocational agriculture leaders have an opportunity to help young farmers in this regard. It is a responsibility that few of these leaders can afford to ignore.

May we give continued consideration to the organizing of state Young Farmer organizations where these are feasible and desirable and to a national organization or the holding of an annual national Young Farmer leadership conference for those states who desire it! This is the most challenging problem to leaders in agricultural education today. The hour for an intelligent decision in this regard is upon us.—Mark Nichols, State Director, Vocational Education, Salt Lake City, Utah.

Young farmers associations

(Continued from Page 219)

Rural Youth of the United States of America, is promoting the organization of older farm youth. Vocational agriculture has long had a representation on the Advisory Council of Rural Youth of the United States of America and has been urged to more actively participate in its affairs. I am advised that most of the delegates to the national meeting are from older youth groups either in or outside of colleges who are under the direction of some phase of the Agricultural Extension Service. If we really believe that farm youth need to get the benefit of a national organization and that they cannot get such benefits through the present farm organizations, I would suggest that there be a committee to work out plans for more active participation in Rural Youth of the United States of America.

The function of the school is to provide training. In many cases the school today is becoming deeply involved in the rendering of services which are beyond the training field.



Group of Utah Young Farmers and partners at 6th Annual State Young Farmers Convention, Salt Lake City, February, 1948.

For the most part in vocational agriculture we have kept our eyes on the goal which is to train present and prospective farmers for proficiency in farming. That is a big job. I don't believe we should go outside of our field and at the same time place another large responsibility upon the instructor in agriculture.

I have not said anything about state supervisors and teacher trainers but in Wisconsin we now lack sufficient personnel to do the things which we think should be done. I don't see how we could take on another job which should certainly take the full time of at least one man on the state level and cause further neglect of responsibilities which we consider to be essential.—L. M. Sasman, State Supervisor, Agricultural Education, Madison, Wisconsin.

BOOK REVIEWS

EVERDAY FARM LAWS, by Adams and Bedford, pp. 272, published by Interstate, list price \$2.75. The authors



A. P. Davidson

present in a practical and interesting manner some knowledge of statute laws and court decisions as these affect agriculture, particularly property rights, relations of employers and employees, farm owners and neighbors, farm operators and commis-

sion men, transportation companies, lenders of money, and others. It is not expected that agriculturists will be able at any time to answer in learned detail a large number of legal questions, however, a grasp of the elementary aspects of law, especially as it applies to agriculture, can help in securing benefit of existing laws and court decisions. A partial list of the discussions are: Attachments, Contracts, Crops, Insurance, Liens, Livestock, Markets, Mortgages, Partnerships, Renting, Taxation, and Trespass.

Part II of the text is devoted to a discussion of State Agricultural legislation. The book is authored by a professor of Farm Management and by a lawyer. It should prove of value to teachers in the field of vocational agriculture as well as to vocational agricultural students and veterans on-farm training instructors and students.

—A. P. Davidson, Kansas State College

The annual F.F.A. day at the Florida State Fair was held at Tampa on February 5. Competitive activities were held during the forenoon. The F.F.A. members paraded before the grandstand and were guests of the fair at the afternoon performance.

The Oregon Jersey Breeders sponsored a junior Jersey sale, February 26, at the Washington county fairgrounds in Hillsboro.

Professional

S. S. SUTHERLAND

B. C. LAWSON

Japan today and tomorrow

R. W. CANADA, Teacher Education, Colorado A & M College



R. W. Canada

THE purpose of my assignment with the War Department for a ninety-day period in Japan was to improve and develop of aim, method and curricula in the field of agricultural education. The mission was in connection with the Civil Information and Education Section of S.C.A.P. (Supreme Commander of Allied Powers). In general, the work consisted in part of: (1) developing teacher training curricula for ultimate use in colleges and universities; (2) setting up pilot departments of vocational agriculture in connection with upper secondary high schools; (3) instituting the home project method of instruction in the upper secondary high schools; (4) conducting training conferences for the prefectural education personnel and the National Ministry of Education staff; and (5) developing a three-year program of farm mechanics for Japan.

While the writer does not pose as an authority on Japan after so brief a period spent there, some impressions stand out vividly, and an attempt will be made to highlight some of the conditions prevailing.

Feudal System Of Agriculture

Before the institution by General MacArthur's staff of the Agrarian Reform Act of 1945, a feudal system of agriculture prevailed. Seventy per cent of the farmers were tenants and were virtually economic slaves of the landowners. The tenants gave 50-60 per cent of their produce to the landlords and from that remaining attempted to buy seed, fertilizer, meager hand tools, and support and educate their families. As an example, 3 per cent of the landlords owned one-third of the cultivated land. The top 25 land owners owned an average of 4,500 acres each. However, the Agrarian Reform Act was designed under S.C.A.P. directive to remove these economic obstacles and slavery, and allow the people who farmed the land to own it and enjoy the fruits of their labor. Consequently, 5,000,000 acres were purchased by the government and resold to the tenants on long-term lease payments of 30 years duration at 3½ per cent interest. The land was appraised for sale, its value depending upon whether it was upland or paddy land. This reform act, if carried through over a period of years, will create a great middle class

of the future. The farm people are already prospering more than during any other period of their history.

Population Trends

The crowding of many men on a little land is a dominant feature of Japan. The most recent figures estimate that the country now has a population of 79,000,000 which is increasing at the rate of over a million a year. Of this total population around 34,000,000 persons are members of 5,700,000 families who live on farms. Considering that the entire archipelago of Japan, consisting of the four principal island of Honshu, Shikoku, Kyushu and Hokkaido and hundreds of smaller ones, has an area approximately that of the state of California, some idea can be gained as to the concentration of population. A further description might point out that there are 3,100 people concentrated per square mile and 1,300 farm people in this same area. Such over-population brings with it many social and economic problems.¹

The Agricultural Situation

Due to the large population and topographical features of Japan, farm land is at a great premium. Reliable figures show that 75 per cent of the area of Japan is brushy, forested land. Deducting other waste and habitation areas, it is estimated that only 16 per cent of the land can be farmed. Necessarily, the farms are small, ranging from about 2.5 acres on the southern island up to 12.5 acres on the northern island of Hokkaido. Approximately one-half of the nation's people make their livelihood from farming, and agriculture represents one-half of the nation's invested capital.¹

The farm work is done by the entire family, using mostly crude ill-conditioned hand tools. During the war with China and World War II, the number of horses, work oxen, and other livestock decreased rapidly because of the food scarcity. As a result, work animals now range in price from 70,000-80,000 yen or the equivalent of \$1,200-\$1,500 at the exchange rate of \$1.00 United States currency to 50 yen. Consequently, only the more prosperous farmers with the larger acreage can afford animal power. During all the traveling in Japan not a single farm tractor was seen in operation. The farm people work unbelievably hard tilling the soil, harvesting, and carrying most of the farm produce to market on their backs. They carry needed supplies back to the farm in the same manner.

The principal crops grown for human use are, of course, rice, wheat and potatoes in the order given. Lacking proper storage and transportation facilities and because of moisture and insect

damage, the loss through spoilage runs from 25-30 per cent of much of the produce harvested. Mulberry production and the rearing of silkworms is auxiliary to general farming, but in the central basins of Honshu it is often the chief occupation. The mulberry is tolerant of most soils, does not require irrigation, and is well adapted to thin, rocky hillsides.

The yields per acre in Japan are among the highest in the world and all land is worked intensively. However, yields have been dropping slightly each year during the present decade because of the lack of fertilizer. To an American one of the most incongruous sights in a great metropolitan center like Tokyo is the large number of ox-drawn wagons bearing kegs of odorous night soil through the streets on the way to the farms. Human and, if available, animal excrement is dumped into a shallow cement storage at the end of the fields where water is added and the mass is allowed to decompose. The product is then dipped out and carried in large wooden buckets to the growing crop. The plants are fed by pouring the liquid around the plant instead of spreading the fertilizer broadcast fashion on the soil as is common in the United States.¹

In spite of the intensive farming practices, Japan is now only 75 per cent self-sufficient in food production. S.C.A.P. is supplementing the present food supply by importing many millions of dollars worth of food annually. Although rice, fish and seaweed constitute much of the standard diet through economic necessity, the growing and consumption of potatoes and wheat products is increasing. The quality of fish offered for sale in the open market places is often in a state of deterioration due to inadequate cold storage facilities on the fishing fleets and in the wholesale markets. The spoiled fish unfit for human use are sold as fertilizer to the farmers.

Everywhere one travels in Japan he is impressed with the weed-free, well-kept, garden-like farms and the quaint labor-consuming tools and devices used in most farming operations. Back-breaking labor is the lot of the Oriental farmer. While Japan is considered more progressive than other countries of the Orient, her farming methods have changed little in hundreds of years. It is a strange contrast of ancient and modern methods to see a farmer plowing his rice field with a heavy hand hoe called "Kuwa" within sight of a modern electric pumping plant which furnishes water for his rice farming operations.

Most Japanese rice culture demands the transplanting of seedlings. This is necessary to extend the use of the land to grow two crops per year. Therefore, mechanization of rice farming is unlikely to proceed beyond oxen or horses for plowing, as transplanting by mechanical means is impractical.

Because of the farm land scarcity, most of the people are settled along narrow roads at the edge of a woods or on the upper bank of a river where the soil is unsuited for farming. Here we see the houses without dogs and fields and farms without grass—eating

cattle. Japan is indeed, a country of many men on a little land.¹

Japan does not have a livestock economy and animal products of all kinds are high in price due to their scarcity. Wild bamboo grows luxuriantly over most of the country. It is a palatable, nutritious feed for goats, and expansion in goat numbers is believed to be the answer partially for the improvement of the farm family diet in many areas. While one can readily see that a Holstein cow has no place on a 2.5 acre farm, one or two milking goats could be kept for meat, milk, butter and cheese. Some time and effort was spent by the writer in assisting the venture of importing some 2,000 milking goats by working through the Natural Resources Section of S.C.A.P. This was possible by taking advantage of the offer of L.A.R.A. (Licensed Agencies Relief of Asia), which agreed to buy and make ready for shipment goats for relief and welfare purposes. Many people, through charity and religious organizations in Colorado and other states, contributed to this venture and some of the goats were purchased in south central Colorado for shipment to Japan.

Agricultural Education

Democratization and economic recovery were declared the two important objectives of the occupation after disarmament was completed. Moving in shortly after the occupation was the Civil Information and Education Section of S.C.A.P., committed to assist with the two objectives referred to above. The purpose of the 9-day mission of the writer was to assist in the development of aim, method and curricula in the field of agricultural education. One did not work long until he was aware that a new set of measures and standards needed to be acquired in evaluating agricultural instruction in the lower and upper secondary schools, colleges and universities.

Numerous visits were made to selected lower and upper secondary schools in order to become familiar with the program of instruction. During the last half century a number of large agricultural high schools have been established over Japan. Most of these schools had from 400-700 boys enrolled. Most of the students lived in school dormitories and, of course, came a considerable distance from the outlying areas. These agricultural high schools all had school farms on which the students received practical

instruction. Too often it was found to be more of the nature of slave labor. These students grew and harvested the crops for the faculty and the school dormitory use. The time that students were required to work on the school farms ranged from 25 to 75 per cent of their total school hours in the various schools visited.

Farm Mechanics

In most instances farm mechanics instruction was non-existent. This was also the case in regard to home project work or home demonstration activities. The agricultural instructors in these schools were highly specialized in a narrow phase of the agricultural field, such as agricultural chemistry, sericulture, forage crops, or poultry raising. A very high percentage of the boys attending these high schools were usually non-farm boys and the sons of families of better financial circumstances. Upon completion of the work, most of them went out to work as agricultural technicians in the various prefectures, agricultural cooperatives, and government departments. The instructors in these schools felt it much below their dignity to act other than as classroom lecturers. Field demonstrations and student practice were carried out under the direction of a farm manager.

The agricultural teachers were found to have little contact with the farmers in their communities and the instruction given the students in these schools was usually highly technical and was not designed for the more practical application on farms. There was also little coordination between the agricultural experiment stations and the farm groups in moving better agricultural practices to the farms.

As one worked with the farmers, the Japanese prefectural education and agricultural officials, and the national education and Ministry of Agriculture officials, you were impressed with the great lack of leadership among these groups. You further realized the great need for the development of competent, aggressive, rural agricultural leadership such as has been developed in the United States during the past 35 years through the organized programs of agricultural extension and agricultural education. On the whole, the Japanese educators were eager to learn and accept new ideas and methods in the field of vocational agricultural education. The present need is for the training of

OUR LEADERSHIP



L. E. Cross

MR. L. E. CROSS, president of the newly organized National Vocational Agriculture Teachers' Association comes from California and since 1943 has been head of the department of agricultural education at the San Jose high school.

Mr. Cross was reared in Oregon and after graduating from the State College taught vocational agriculture at Canby for three years. Since 1934 he has taught in California, having been located at Fortuna for nine years before assuming his present position.

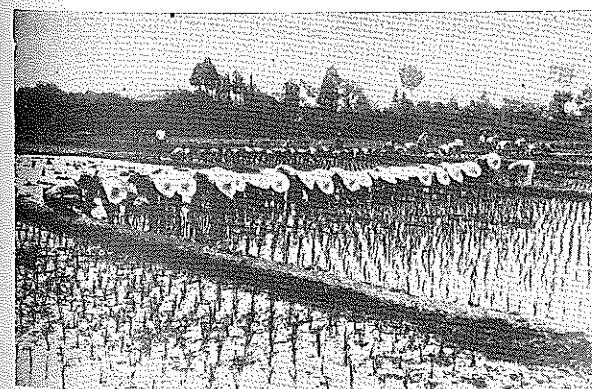
While at Fortuna, Mr. Cross assisted three of the famous Giacomini brothers in becoming American Farmers and worked with two others who later achieved the goal. One of his students served as National President of the F.F.A. His program at San Jose now involves eight full time teachers.

Mr. Cross has the unique distinction of having served as secretary-treasurer, vice-president, and president of the California Agricultural Teachers' Association.

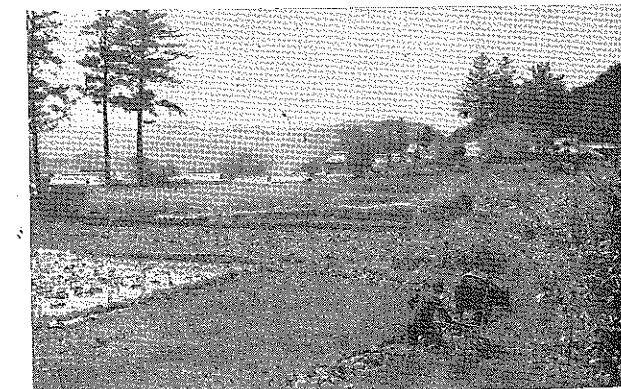
competent teachers of vocational agriculture and county agricultural agents capable of helping the rural people take an aggressive part in the new democratic way of life made possible since their liberation from the Japanese militarists.

A considerable period of time and much patience will be required on the part of American occupation personnel to help the rural people develop into a participating, democratic group. A start has been made. Education will play the greatest part. Greater educational opportunities are needed for the Japanese youth in urban as well as rural areas if the goals are to be reached in the next three to five decades. The occupation should remain for at least 25 years if democratic ways are to be deeply rooted and the old ideologies are to be removed.

¹Trewartha, Glen Thomas, *Japan: A Physical, Cultural and Regional Geography*.



Transplanting rice seedling into the paddy field. The process requires much hand labor.



Plowing rice paddy after harvest. This crop will be followed by wheat the same year.

Methods and Materials

W. A. SMITH

Farm management class uses farm

WESLEY W. FOX, Teacher, Bondurant, Iowa

A TYPICAL 360 acre farm about a mile and one-half from town was selected for study in our junior-senior farm management class. One of our leading farmers, Mr. Cleo Paine was willing to cooperate with us by making his farm and complete farm records available to the class.

The use of a typical farm in the community offered some advantages. We would be thinking, discussing and studying a real farm in the community. Our work would be practical and we would have the benefit of counselling with a successful farmer. By using one farm, we could better study fundamental principles in farm management. Our thinking would be centered on one farm. There was the opportunity that any improvements in the operation and management of the farm would be put into use. This fact presented a challenge to the students.

First, we had a budget problem to introduce the forms to be used and the method of using them in the study. This problem provided two alternatives so that the class would need to work out both, to determine which was more profitable. In all, we use six form sheets—crops, livestock, machinery and equipment, land and labor, buildings and profit and loss statement. (Samples of certain of the forms are shown elsewhere in this article).

Class Divided into Committees

The class was divided into four committees—crops, livestock, power and machinery, and building and labor. A chairman was appointed for each committee to designate jobs, correlate figures and see that reports were ready on schedule. Before each committee went out to get the facts and figures from Mr. Paine, the entire class worked a problem which involved the things the committee members would need to know in order to obtain the needed information.

After the problem of each committee had been worked out and discussed, the committee visited the farm and obtained factual material such as rotations yields, fertilizers application, expenses and inventories.

After these figures were obtained, each committee figured out how much profit would be made if Mr. Paine followed his own plan. Then each committee made recommended changes which they thought would make Mr. Paine more money and backed up these recommendations with facts and figures. The other committees would then alternate their reports to fit the recommended changes, e.g. the livestock committee recommended addition of six cows to the dairy herd. The crop committee then

had to alternate their rotations to supply enough more feed for six more dairy cows and the calves. The buildings and labor committee had to see how much the change in buildings would cost if there were enough labor available. If these changes could be justified in the judgment of each committee concerned from a dollar and cents point of view, the change was recommended.

The farm crops class tested the whole 360 acres for lime and phosphorus. They then reported the results to the crops committee so they could recommend fertilizers to use. The crop committee drew a map of the farm including rotations for the following year, the fertilizers needed and the soil test results and presented the information to Mr. Paine.

After each committee had completed its work, Mr. Paine came in for the discussion of the report and recommendations. Each boy on each committee gave some phase of the report. Mr. Paine discussed the recommended changes with the committee. He now plans to use some of the recommended changes in his farming program next year.

Each class member next will make a similar study of his home farm. He will, of course, discuss the problems and recommended changes with his father. Too, he will have the opportunity to refer special problems to the class and to make a report to the class. This plan, we believe, will not only stimulate the use of improved farming practices on farms in the community, but will stimulate reading, thinking, and discussion of farm business management.

The Budget Problem Used

Mr. Spelvin rents a farm of 144 acres. He gives one-half the corn and two-fifths the oats as rent. Pasture (tillable) and hay land rent at \$7.00 per acre. The landlord requires that he maintain a four year rotation of corn—corn—oats—hay or pasture on the tillable land. His usual crop acreage is thus:

Corn	64 acres
Oats	32 acres
Hay	16 acres
Tillable pasture	16 acres
Total tillable crop land	128 acres
Non-tillable pasture	11 acres
Farmstead, roads, waste	5 acres
Total land in farm	144 acres

His livestock includes 2 horses, 8 milk cows, 7 calves sold at 350 pounds average weight, 8 litters (48 pigs marketed, 2 butchered) and 100 hens. Under the present arrangement he has some feed for sale. He believes that he has the labor and capital for 3 additional milk cows or 6 additional litters of pigs.

You are to determine which of the three following alternatives promises the greatest profits: (1) leave the farm organizations the same, (2) add 3 milk cows, (3) add 6 litters of pigs.

The completed budget forms show the prospective production, income and expenses for Plan 1. Complete and additional set of budget forms for each of the other two plans. The expected feeding rates, production rates and prices are as listed below:

A. Feeding rates per head

Type of Animal	Corn bu.	Oats bu.	Hay ton	Supplement lbs.
1. Horse	25	1	1	1
2. Milk cows	10	22	2½	250
3. Calves	5	10	1	50
4. Hog (includes sow)	16	4	1	75
5. Hen	.8	.8	1	22

B. Yields per acre and per animal

1. Milk cow—275 pounds butterfat.
2. Hogs (expects to save 6 pigs per litter on additional 6 litters, sell at 225 pounds (would total 86 hogs if kept 6 added sows.)
3. Hens—10 dozen eggs each.
4. Corn—60 bushel per acre.
5. Oats—40 bushel per acre.
6. Hay—3 tons per acre.

C. Prices:

1. Corn	.80 bu.
2. Oats	.45 bu.
3. Hay	11.00 ton
4. Butterfat	.40 lb.
5. Eggs	.20 doz.
6. Pork	10.00 cwt.
7. Oilmeal	2.50 cwt.
8. Supplement (calf)	3.00 cwt.
9. Protein (hog)	4.00 cwt.
10. Chicken mash	4.00 cwt.
11. Calves	10.00 cwt.

There is ample barn room for the dairy cows. Around \$30.00 worth of small equipment will have to be added for the dairy. This equipment will last an estimated 10 years, hence only \$3.00 need be added to equipment upkeep on Form 4. If the hogs are added, an estimated \$350.00 will be needed for equipment. This might last 10 years, hence \$35.00 would be added to equipment upkeep. The purchase price of sows or milk cows need not be entered as an expense since they will be kept from year to year. The only other increase in expenses aside from feed would be (a) veterinary fees (Form 2) \$2.50 for milk cows or \$5.00 for hogs, (b) Taxes (Form 4) \$3.00 for milk cows or \$5.00 for hogs, (c) Interest (Form 4) none for dairy, and \$20.00 for hogs. Purchases of feeds will be entered on Form 2.

All receipts but poultry may be changed, depending on the plan adopted. The equivalent of 150 pounds of butterfat, 2 hogs (average 225 lbs.) and 50 dozen eggs are used in the household. There will be 3 additional calves to sell at 350 pounds each if the milk cows are added.

If he adds to dairy cows, it will be necessary to shift 5 acres from hay to pasture. If hogs are added, it will be necessary to shift 2 acres from hay to pasture.

Fill in the blank budget forms showing the (1) change in the crops, (2) change in crops sales, (3) change in feed purchases and livestock expenses and changes in income and expense items.

Final Reports on Farm Management Farm

I. Crops Committee:

1. Map of farm showing this years crops and crops of the two previous years on each field, and lime, manure and fertilizer treatment on each field.

2. Map showing fertilizer recommendations on each field.
3. Two maps, each showing a different cropping plan with crops for next year and the two following years. (Field layout may be changed where practical).
4. Three crops-plan budgets, one for next years profit with the cropping system as it is, and one for each of the two different recommended alternatives.
5. A statement of any recommended changes or advice. (Recommendations to be made purely from an economic standpoint, leaving personal preference to the farm operator).

II. Livestock Committee:

1. A livestock budget for next year with the livestock system as it is.

Form 1—CROP PLAN

Crop	Acres	Expenses			Expected Yield		Disposition				
		Kind	Amount	Expense	Per Acre	Total	Feed	Seed	Sale Amount	Sale Value	
Corn for Grain											
Corn for Silage											
Oats											
Hay (Kind)											
Soybeans											
Tillable Pasture											
Utillable Pasture											
Roads, Waste, and Farmstead											
Total											

Form 2—LIVESTOCK SYSTEM

Kind of Stock	No.	Home Grown Feeds			Expenses Purchased Feeds			Other Expenses		
		Kind	Per Head	Total	Kind	Per Head	Total	Value	Kind	Value
Milk Cows										
Other Cattle										
Hogs										
Poultry										
Horses										
Sheep										
Totals										

Form 3—LIVESTOCK PRODUCTION

Kind of Stock	Production			Disposal		
	Kind	Per Head	Total	Used on Farm Amount	Sales Amount	Sales Value
Milk Cows						
Other Cattle						
Hogs Spring						
Fall						
Poultry						
Sheep						
Total						

2. A different alternative livestock budget leaving the cropping system as it is.
 3. Two budgets, one each for a recommended livestock system for each recommended crop alternative.
 4. A statement of recommended changes or advice. (See 5 above).
- ### III. Power and Machinery:
1. An inventory and budget of the power and machinery as it is.
 2. A power and machinery cost budget for each of the three crop and livestock budgets.
 3. Any recommended changes in the power and machinery set up on the farm and the figures to back them.
- ### IV. Labor and Buildings:
1. A labor chart by months for each of the three crops and livestock

Procedure:

1. Each committee will report to the class orally on the following schedule:
 - a. Crops—Friday, December 10
 - b. Livestock—Friday, December 17
 - c. Power and Machinery—Friday, December 17
 - d. Buildings and Labor—Wednesday, December 22
2. All committees will give oral reports to the farm operator on Thursday, December 23, at which time the written reports will be due.

Form 4—SUMMARY OF RECEIPTS AND EXPENSES

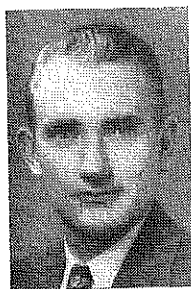
RECEIPTS	
Livestock (Form 3)	
Butterfat	\$
Cattle	
Hogs	
Poultry products	
Sheep	
Total L. S. Receipts	
Crops (Form 1)	
Corn	
Oats	
Hay	
Total Crop Sales	
Farm Products to Household	
Beef and veal	
Dairy products	
Eggs and poultry	
Pork	
Vegetables and fruit	
Total to Household	
Total Income	\$
EXPENSES	
Operating Expenses	
Equipment upkeep	\$
Truck and auto	
Tractor	
Labor hired	
Livestock expense	
Crop expense	
Custom work	
Miscellaneous	
Total Operating Expense	
Feed bought	
Commercial	
Farm raised	
Total Feed Bought	
Fixed Expenses	
Taxes	
Interest	
Insurance	
Improvements, Upkeep	
Total Fixed Expenses	
Livestock Bought	
Total Expenditures	
Cash Rent	
All Expenditures	
Net Income	\$

Correction

An error occurred in the location of cuts used with two articles in our February issue. The pictures and cut-lines illustrating the contributions by Glenn W. Ely of Pennsylvania on page 179 and by J. Arthur Peters of Vermont on page 185 were switched. The cut lines are located on the proper pages but the cuts should have been reversed.—Editor

Improve teaching with field trips

ELDON M. DRAKE, Iowa State College, Ames*



Eldon M. Drake

LIKE TO spice up that teaching program? Then why not put new life and interest in it with renewed emphasis on field trips? Their value should not be overlooked in the development and maintenance of an effective, well rounded course of instruction. As a

teaching device, they have come to command the respect of the leaders in the field of agricultural education.

You may happen to be one of the many hundreds of us, who, since the close of the war, have anchored our roots in vocational agriculture. For your purposes, field trips can become particularly helpful. They tend to assist in reaching that oftentimes most difficult pinnacle of teaching—the development of genuine student interest. Such interest, properly motivated, builds ideals and appreciations of agriculture. Understandings and abilities will soon combine to make each student a skilled workman in his own chosen phase of farming.

During the short period of time I have been teaching, I have come to rely upon field trips as a regular and vital part of my all-day program. A timely, well organized venture into the farming enterprises of the school district can become a welcome teaching aid. It can prove valuable in reaching certain course objectives, seldom attained in the average classroom. You'll rarely find any student, regardless of his agricultural interests, who won't derive some good from a visit to any one of the leading agricultural enterprises in the community. He'll carry away ideas that are difficult to convey in a class discussion. He has seen agricultural methods at work and in their own environment. These he can grasp and hang onto.

I was a future farmer myself not many years ago. It's easy to recall the interest and benefit our future farmer chapter derived from field trips. It was our instructor's way of saying, "Here's something about farming I could never describe in the classroom, fellows. Absorb it for later use." We welcomed this opportunity to see the local fruit cooperative in operation, or the county's progressive farmers in action. It was the doing side of vocational agriculture. We learned to make the most good of our classrooms in the field.

Today, I am attempting to build up in my students, the sincere eagerness to learn, not always within the confines of the classroom but in the field as well. If farmer Kane's cattle dipping vat is presently in use, its effectiveness in (Continued on Page 235)

*Mr. Drake is a graduate student on leave of absence from position as teacher of vocational agriculture, Weber High School, Ogden, Utah.

Farmer Classes

J. N. WEISS

MARK NICHOLS

An evaluation of farm veterans training

BERNARD J. KAUFMANN, Veterans Teacher, Windsor, Illinois

A PROGRAM for the training of veterans in farming was initiated at the Windsor High School in April of 1946, nearly three years ago. To date, this program has progressed smoothly and quietly. At the end of 1948, it was decided to summarize the program to date and attempt to check ourselves as to how well we were accomplishing our objective with these veterans, namely, teaching them proficiency in farming. Our major criteria have been to determine the number of (1) employed veterans who upon completing their two years' course, stay in farming; and (2) the number of veterans on an employed basis that were self-employed by the end of 1948.

The program started April 6, 1946 with nineteen veterans enrolled and with Luther Martz, instructor of vocational agriculture, Windsor; and William McKown of Sullivan serving as special instructors. In September, 1946, another class was started with Lloyd Caldwell of Mattoon as instructor. In July, 1947, Mr. Caldwell gave up his class and Bernard Kaufmann of Mattoon was employed as a full-time instructor. In April, 1948, Orvyl Bundy of Windsor was employed part-time to take care of additional sections. The enrollment has been maintained at an average of about fifty veterans for the past two years. As of December 31, 1948, seventy-three veterans have been enrolled for training, with forty-seven still in class and twenty-six that either dropped or completed the training.

Current Situation

Financial: An item of interest to local business men is the fact that this program has brought approximately \$126,000 in the form of subsistence allowance and teachers' salaries into the community. This breaks down to \$111,000 for subsistence payments to veterans, \$12,000 for teachers' salaries, \$2,000 for teaching materials and supplies, and \$950 to the school for depreciation, lights and janitor service.

While no survey was made to determine how the money paid in the form of subsistence was spent it seems evident from our visits to the farms of these veterans, that much of it is being invested in productive livestock and machinery. This eventually will increase the money the veteran has available for living expenses.

Age: To the old question "Too old to learn?" we would answer an emphatic "no." Our records show these veterans to vary from twenty to thirty-nine years of age.

Education and Marital Status: The

amount of formal education these veterans had previous to enrolling, varied from less than eight years in elementary school to college graduates with the average being nine and one-half years. Forty-eight of the seventy-three are married.

Status of Veterans: To the question of whether we are accomplishing anything with these men we can show the following data and perhaps make some conclusions.

A total of 73 veterans enrolled for training; 22 of these were self-employed at the time they enrolled. Our records show that 18 of these are still in school and are still farming for themselves. Of the four that have dropped or completed training two are still farming for themselves, one is employed in an agricultural service job, and one is undecided.

Of the 51 veterans that entered training as hired men 29 are still in class. Ten of these are now farming for themselves, four more became self-employed January 1, 1949, and 15 were still in an employed status. Of the remaining 22 veterans, twelve have completed their two-year courses, and the other ten have dropped before completion for various reasons. Ten of the twelve men who completed their courses were still working on farms, one was in a job closely related to agriculture, and the other was in non-agricultural employment. Ten veterans dropped before their courses were completed. Two of these were still on farms, five were in non-agricultural work, one was in school, and two were undecided.

Conclusions

The vocational teacher naturally hopes that a high percentage of his students will become established in farming. We are a little disappointed that nine out of twenty-six veterans enrolled are not in agricultural work. However, we believe this might largely have been avoided by a careful screening of applicants at the beginning. This was not done out of consideration for the veteran and his employer.

The other side of the picture is brighter in that 14 of 51 veterans were able to become self-employed during this period, and that 20 of the 22 men entering school as self-employed have been able to weather the storm of the past three years and stay in business for themselves. While his age and marital status are large factors in determining when a man will start farming for himself, we believe that the veteran's training and his subsistence allowance have been large factors in getting these men established as farmers.

Young Farmers Associations ask for national organization

C. R. WILKEY, State Supervisor, Little Rock, Arkansas

THE agricultural education section of the Annual A.V.A. Convention at Milwaukee last December devoted one session to Young Farmer Associations. Those who are old enough in the service to remember formation of the National F.F.A. Association were reminded of the throes that organization went through. Do we need such an organization? Shouldn't each state operate independently or not at all? What should we name the organization? What should be the age limits? Aren't there too many organizations? These and many other questions were considered.

It was evident that several states have already perfected organizations and have made much progress in membership, activity and in the instructional program. One region has considered a regional organization but had deferred until plans for a national organization might be considered at the A.V.A. The matter has been referred to a national committee for further counsel with the Washington office. It is evident that the greatest progress in local and state organizations has been made in the Western Region. States in the Southern Region and Corn Belt states with the larger enrollment in the institutional on-farm training program are showing possibilities of rapid development with a preponderance of veteran students in the young farmer groups. Some states expressed the feeling that the states that are ready should be permitted to organize.

In the Southern states the Young Farmer classes (formerly known as part-time classes) dwindled and gave way during and subsequent to the recent war to special war training and veteran classes under specially subsidized programs. The observation of the writer was that the decline in Young Farmer classes in Arkansas however was due to several reasons; first, that the special classes offered a patriotic appeal and

also offered skills training for young men other than proprietorship farming; second, that those who were training as a farm operator found adult (evening) classes fitted their needs; and third, teachers found little demand for such courses and decided that with demands on time that a young-farmer class was not worth the effort.

Young Farmers of Arkansas

The first annual state convention of the Young Farmers of Arkansas was held last summer at the F.F.A. camp, at the request of groups of young farmers enrolled in the veterans farm program. These young men set up their own committees and wrote their constitution and by-laws with the advice of the state vocational agriculture leaders. Though the group was made up preponderantly of veterans it included non-veterans enrolled in vocational agriculture. The participants wisely decided to avoid controversial subjects and were careful not to duplicate or encroach on other existing organizations. The supervisor of veterans training serves as executive secretary, and the state supervisor of vocational agriculture as adviser in line with the F.F.A. organization.

Purposes

The purposes of the Y.F.A. as given below might be improved on but are an example of work of young farmers operating under advice but without restraint in planning their own organization.

1. Aid and interest veterans and non-veterans of the same age group through a systematic and organized educational program to become established satisfactorily in farming occupations of their own.

2. Cooperate with all agencies and organizations whose objectives are the improvement of the economic, educa-

tional, and social conditions of farm life.

3. Develop abilities in parliamentary procedure, conduct of meetings, public speaking, and other rural leadership activities.

4. Provide wholesome social and recreational activities.

5. Keep informed on measures affecting the welfare of farmers on local, state, national and international levels.

6. Keep the membership informed of desirable farm placement opportunities either on a rental, lease, or purchase basis.

7. Inform and acquaint members with rural services provided by other agencies and organizations working in the area.

8. Plan and render worthwhile community services based on the needs of the community.

9. Develop organization consciousness through cooperative group action in all phases of the program and through cooperation with established farm organizations.

10. Promote, plan, and improve farm family living.

11. To keep abreast with public issues affecting the farmers but to refrain from political activities, resolutions or legislative matters, which do not come within the purview of the purposes of this organization. If a local chapter of Young Farmers of Arkansas should deem it advisable to consider the taking of action not coming within the purview of the purposes of this organization, such proposed action will be forwarded to the office of the executive secretary for consideration and coordination with the state executive committee before further action is taken.

Members enrolled in Institutional On-Farm Training at Lacoste, Texas, made a trip recently to the U. S. Weather Bureau at the San Antonio Municipal Airport. They also visited the livestock yards and certain plants which manufacture agricultural products.

* * *

The wives of the veterans enrolled for on-farm training at the Claridon school, Marion County, Ohio, have formed a Wives Club. The group entertained their husbands at a recent monthly meeting.

* * *

Training conferences are being conducted in Ohio for teachers of veterans classes who are entering upon their third and fourth years of teaching. Ordinarily, the conferences are of two weeks duration.

* * *

Ohio extension specialists in agricultural economics have conducted three state-wide series of training schools dealing with the keeping of farm accounts by veterans enrolled in on-farm training classes.

* * *

A workshop for veterans instructors of Institutional On-Farm Training in Vermont was held at the University of Vermont, September 20-21, 1948. The central theme of the two-day conference was "Techniques of Using Audio-Visual Aids in Teaching Adults."



Members of the Hartman, Arkansas, Young Farmers Association view a farm machinery demonstration. W. E. Green, teacher.

Farming Programs

C. L. ANGERER

Seeing is believing

F. M. Parkinson, Teacher, Lena, Illinois

"I WOULD LIKE to have you take this sample of seed corn home with you. Tell your parents to put the sample in one planter box and keep your regular seed corn in the other box. Be sure to mark the rows that are planted with this new seed corn."

These words were those of my agriculture teacher almost 20 years ago. I need not tell you the rest of this story. Hybrid corn was accepted by even the most skeptic and cautious farmer. I have never lost sight of this selling idea. My parents took to raising hybrid corn a year or two earlier than some of our neighbors. Why? Because *seeing is believing*. My parents saw what the sample produced and were convinced this was a better corn than the open pollinated which we were growing.

Seeing

This early observation has been a guiding influence of my teaching program in vocational agriculture. It would be a fallacy to assume all worthwhile agriculture introductions in the community are the accomplishments of agriculture teachers. I do feel that it is my job to acquaint my boys, their fathers and their neighbors with new developments in agriculture. Therefore our project programs are the *seeing* part of the title of this article. I am going to list some of the things the Lena boys have placed on the *seeing* list.

1. Electric pig brooders
2. Electric chick brooders
3. Movable hog houses
4. Scientific insemination of dairy cattle
5. Capettes
6. Minnesota Number 1 and Number 2 hogs
7. Clinton oats
8. New varieties of hybrid seed corn
9. Brucellosis testing of swine
10. Testing wells
11. Contouring
12. Feeding surplus wheat (1942-43)
13. Tree planting
14. Peterson's rules for fast milking
15. Testing udders for mastitis infection

I stopped at fifteen, not that this is the entire list, but it is a good cross section of things in which we at Lena have been interested. True, I may have overlooked something of greater importance than the ones we worked on, but I believe we have progressed and I know we have a community ready to accept a good thing when it sees it.

Just a little now on the mechanics of

the project program to show how these fifteen things were used.

In 1942 a great demand for increased production of hogs was brought about by war conditions. In our class work we found that the greatest loss in the number of pigs raised from those farrowed was due to conditions in the farrowing pen. Experimental information showed that by introducing a pig brooder into the farrowing pen a larger number of pigs could be saved. The boys started off on a pig brooder campaign. We made them on an assembly line basis for about three weeks. The local lumber dealer placed one in his window display. We sold all we produced to the boys, their parents and their neighbors. Many others came for the construction plans. The results were startling. Farmers *believed* what they saw. The pig brooder saved pigs.

It is true I skipped over number two and three, for they had a close case history to number one, to tell about scientific insemination of dairy cows. This is a story in itself that I hope to tell some day in its entirety. To show how *seeing* had an influence in the believing of this new agriculture undertaking I'll mention just two things that were important in getting the organization started. First a trip by the students, their dads and their neighbors to a county in Wisconsin where artificial insemination had started. Then secondly a trip to the University of Wisconsin with this same group to visit the bull stud and talk to the men in charge of the breeding work. These two *seeing* trips were enough to set the machinery in motion to organize the Lena Breeders Association which today has a membership of over 200 local farmers. These members are breeding more than 3,000 cows annually to the best proven bulls available.

Number five of the list is a clever new stunt being distributed by a firm in Indiana. It is the implantation of a pellet under the skin of the neck of a cockerel. This pellet contains 80 per cent diethylstilbestrol. It causes the cockerel to act like a capon for eight weeks. This time is sufficient to increase the tenderness, flavor and body fat of the bird. The increased weight of the treated birds over the untreated more than pays for the 4½¢ pellet. Some of the boys tried it, their folks have watched the results and now more will be trying the tested product.

Believing

I don't think the Minnesota Number 1 or Number 2 inbred breeds will entirely replace our old established breeds, but they will encourage better selection and

record keeping of these breeds. At this time we have introduced a sizeable number of these inbred boars and sows to the Lena community. It is heartening to listen to farmers talk about results of these crosses on the cross-bred sows of the community. Yes, the boys, their dads and their neighbors have seen the results and now they are *believing*.

The Clinton oats was increased by boys taking home enough for planting a few acres. The following year their dads had enough seed for their entire crop. Their neighbors saw what Clinton would do and they too secured seed for their crops.

Each year hybrid corn companies send out samples of new seed to be tried by the boys. Some varieties prove to be valuable, others are discarded or are not used in this locality.

You can go on through the list, in each case you will find the agriculture student a promoter of these new undertakings. It is true others have done their part in introducing these ideas but it is the agriculture student who is ready to cooperate with dad in trying it out.

The project program of the vocational students is a testing ground for new agricultural ideas.

If these ideas are useable by the community, the community will pick them up from those brave enough to do the introducing. In the midwest a students project program can be of the same value to the farmer as pilot farms are to the eastern farmer, Louis Bromfield tells about.

Setting Up Programs

I believe a student should answer these questions in setting up a successful project program.

1. Can I do more efficiently the things dad is doing?
2. Are their better varieties of seeds than the ones we use at home?
3. Can I improve our live stock production, by better sires, by better feeding methods, by better management?
4. What are the new agriculture developments that we could try out at home?
5. Can I help dad produce better crops and improve the value of our soil?
6. How can we increase the income of our farm?

With these questions a *seeing* program can be set up. The *believing* will be the results of this program in action.

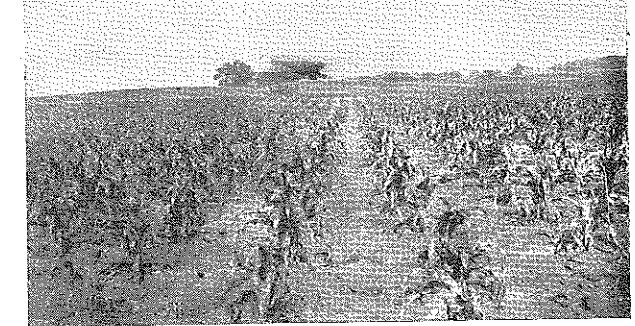
A seed cleaning business has been operated for 26 years by the department of vocational agriculture at Newton, Illinois. An average of 250 farmers use the equipment annually.

* * * *

With financial assistance from the Rotary club at Washington, Pennsylvania, the Trinity F.F.A. chapter has started a pig chain consisting of 25 registered Berkshires and Hampshires. The chapter owns three boars which are available for use by all members of the chapter including those who receive the chapter gilts.



Note short stocky corn plants in left center of picture. Saucer-shaped shallows usually are lacking in potash.



The same spot taken a year later at about the same stage of growth after soil was fertilized with 3-12-12 commercial fertilizer.

The adventure factor in learning

C. L. KUTIL, Teacher, Antioch, Illinois

DIGGING DITCHES to earn money so that we may buy bread to get strength to dig more ditches is merely an animal existence to say the least.

Too many farmers exist that way—farming to make an income that will buy the necessities needed to carry on some more farming.

We ask, "If not a mere existence, what then?"

Man has not been placed on earth to labor only but to enjoy the fruits of that labor by participating in and enjoying the attributes of the more aesthetic phase of his life.

There is adventure in every effort but especially is it attractive to youth when it is found through research, travel, recreation, and creative ability.

Our pride in accomplishing something which will make this world better spells satisfaction, enjoyment, and the willingness to exert our self to greater effort.

The plant researcher may be likened to the artist, as he retouches the work of nature here and there to make an improvement for succeeding generations to enjoy.

Teaching vocational agriculture need not be a technical monotonous routine. It can be made an adventurous enterprise through the leadership of the instructor.

Improvement Projects

No better adventure may be had than that secured through improvement projects.

Soil improvement projects lend themselves nobly for the purpose. Here in Lake county we have many saucer-shaped hollows in our fields which usually produce short, stocky corn plants giving small yields of chaffy ears with pinched tips.

These spots are familiar to every farm boy. If soil testing is suggested the boys are eager to find what is lacking that causes plant growth to fail. When it is discovered that potash is lacking, the stage is set for an improvement project. An application of a high content potash fertilizer brings quick results. (Note the contrasting pictures).

New equipment built by the boys in the farm shop is always an adventure to even the poorest students. They will be anxious to complete the job and get it home to try it out. The new self-

feeder, moveable hog house, or new farm gate are some of the things which will give a youngster pride and encourage greater effort for further improvement not only on his home farm but the stimulus may exert itself into community improvement activities as well.

Planting forest seedlings in waste places, setting out windbreaks, planting orchards, and landscaping homesteads are improvement projects having considerable adventure connected with their performance. There is a certain satisfaction in watching trees grow that can only be experienced by those who plant and care for them.

Improving the production of a dairy herd, or a poultry flock should prove an adventurous venture to any vocational student. Finding the boarder cow by production records and milk testing is detective work at its best—much better than that practiced by our youth who live it by reading cheap, trashy detective stories.

A Utopia of farm life can not be achieved by training our youth to perform ordinary farm chores alone, but in addition there must be that inspiration which lights up the faces of farm youth and leads them on to improve their living, and the living of those who follow them.

The Georgia Association of F.F.A. has cooperated with several chapters in Southwest Georgia in purchasing 30 registered Hereford heifers. This undertaking is a direct outgrowth of the Hereford bull project previously launched on a state-wide basis in an effort to bring better breeding stock to Georgia farms.

* * *

The Massachusetts Department of Agriculture gives annually a Certificate of Merit for Creditable Accomplishment in Agriculture to a former vocational student who has been out of school ten years or more and who has achieved notable success in his field. The current beneficiary of the award is James N. Skinner, a graduate of the Essex County Agricultural School. Since completing his training in the county school in 1923, Mr. Skinner has pursued a successful floriculture business at Marblehead, Massachusetts.

Collegiate F.F.A. Chapter, Texas A. & I. College

F. B. WINES, Kingsville, Texas

THE Collegiate F.F.A. chapter at Texas A. & I. College serves as a laboratory for junior and senior students preparing to become teacher of vocational agriculture. Through its work with the college and the surrounding area, the Collegiate chapter has served as a standard organization for F.F.A. chapters in the public schools of the state. A program of activities is presented at the college in keeping with the life and interests of the members. The chapter at all times has been prepared to give assistance to the college in public relations and public service. Prof. S. V. Burks and F. B. Wines are the faculty advisers for the organization.

Annual Program of Work

- A. Stage the Annual F.F.A. Barn Dance, December 4, 1948 (all college)
- B. Cooperate with South Texas Fair and Exposition, Kingsville, Texas, November 9 to 15, 1948
- C. Sponsor Second Annual Coastal Bend District F.F.A. Banquet, Lofton Hall, A. & I. College, Kingsville, Texas, January 14, 1949
- D. Sponsor Annual Area X Leadership Contest, March 12, 1949
- E. Sponsor Annual Area X Judging Contest, April 9, 1949.
- F. Conduct the Annual Spring Outing
- G. Conduct the Senior Carnival
- H. Green Hand Initiation Team initiate Green Hands in local chapters of area
- I. Chapter Farmer Initiation Team initiate Chapter Farmers in local chapters
- J. Send president for fall term to National F. F. A. Convention, Kansas City, Missouri, November 14 to 19, 1948
- K. Send president for spring term to State F.F.A. Convention, Dallas, Texas, July 20, 21, 22, 1949

NOTE: Copies of the Constitution and By-Laws for the Collegiate chapter may be secured from the Department of Agricultural Education, Texas A & I College, Kingsville, Texas.

Directory

Institutional On-Farm Training

Note: The data pertaining to supervisory and teacher training personnel working under the direction of state departments of education were supplied by the state supervisors of vocational agriculture. The names of state directors of vocational education and state supervisors of agricultural education are omitted from this list inasmuch as their names appear in the directory carried each month on the back page of the *Agricultural Education Magazine*.

Name	Position	Address
ALABAMA		
E. L. McGRAW	Subject Matter Specialist	Auburn
S. G. NORRIS	Assistant District Supervisor	Slocomb
J. T. HALL	Assistant District Supervisor	Haleyville
J. E. SHELTON	Assistant District Supervisor	Jacksonville
S. R. FOUNTAIN	Assistant District Supervisor	Monroeville
B. B. DARNELL	Assistant District Supervisor	Opelika
ARIZONA		
G. A. GENTRY	Chief Trainer	Phoenix
ARKANSAS		
V. H. WOHLFORD	Supervisor Veterans Farm Training	Little Rock
CALIFORNIA		
E. W. EVERETT	Supervisor Veterans Training	Bureau Rep. in S. F. Bay Area, San Jose
W. J. MAYNARD	Special Supervisor	San Jose
COLORADO		
W. L. DOBLER	Supervisor of Agriculture	Veterans Training, Denver 2
LEO E. OYLER	Ass't Supervisor of Agriculture	Veterans Training, Denver 2
A. T. SPEISER	Ass't Supervisor of Agriculture	Veterans Training, Fort Collins
CONNECTICUT		
(Same personnel as for regular program)		
DELAWARE		
(Same personnel as for regular program)		
FLORIDA		
G. C. NORMAN	Veterans Supervisor	Vocational Agriculture, Tallahassee
G. W. DANSBY	Area Supervisor	Alachua
R. R. DENSON, JR.	Area Supervisor	Havana
S. C. MEANS	Area Supervisor	Lakeland
W. T. SHADDICK	Area Supervisor	Lady Lake
DAN C. STOKES	Shop Specialist	Tallahassee
GEORGIA		
J. L. McMULLAN	Livestock Consultant	Atlanta
J. L. BRANCH	Supervising Teacher	Tifton
M. C. OWEN	Supervising Teacher	Fort Valley
A. P. HIGGINBOTHAM	Supervising Teacher	Thomasville
PHILIP ROWLAND	Supervising Teacher	Graymont
JOE MOSELY	Supervising Teacher	Swainsboro
J. F. NICHOLSON	Supervising Teacher	Alamo
A. L. McCULLOUGH	Supervising Teacher	Swainsboro
W. C. CAUSEY	Supervising Teacher	Auburn
J. G. BRYANT	Supervising Teacher	Athens
R. C. DEAN	Supervising Teacher	Athens
C. B. DAVIS	Supervising Teacher	Carrollton
C. E. BOGGS	Supervising Teacher	Manchester
W. R. MOSELEY	Supervising Teacher	Forsyth
E. E. WEBB	Supervising Teacher	Bremen
HAWAII		
RICHARD MIZUTA	Supervisor	Veterans Training in Agriculture, Honolulu
IDAHO		
WARREN PAVLAT	Ass't Supervisor in Charge of Institutional On-Farm Training	Boise

Name	Position	Address
ILLINOIS		
C. F. ANDERSON	Supervisor, Agric. Educ.	Springfield
H. F. ENGELKING	Supervisor, Agric. Educ.	Springfield
GEO. W. DOAK	Supervisor Agric. Educ.	Springfield
INDIANA		
W. A. WILLIAMS	Associate State Supervisor of Agricultural Education in Charge of Veterans' Training in Agriculture	Indianapolis
C. B. EDMONSON	Assistant Veterans' Training in Agriculture	Indianapolis
IOWA		
(No State Contract with Veterans Administration. Educational phases of program handled by regular State Supervisor and Staff.)		
KANSAS		
C. C. EUSTACE	Assistant Supervisor	Institutional On-farm Training, Topeka
C. A. BELL	Field Supervisor	Institutional On-farm Training, Topeka
ROBT. H. BERKLEY	Field Supervisor	Institutional On-farm Training, Topeka
KENTUCKY		
EDWARD E. BALL	Supervisor Agric. Educ.	California
M. M. BOTTO	Supervisor Agric. Educ.	Munfordville
KEARNEY CAMPBELL	Supervisor Agric. Educ.	Somerseset
C. F. ESHAM	Supervisor Agric. Educ.	Louisa
JOHN W. KOON	Supervisor Agric. Educ.	Paducah
CARL LAMAR	Supervisor Agric. Educ.	Brandenburg
ERNEST THRELKELD	Supervisor Agric. Educ.	Simpsonville
LOUISIANA		
SIMS S. GAUTHIER	Assistant State Coordinator	Institutional On Farm Training Program, Baton Rouge
CURTIS L. JOHNSTON	Assistant State Coordinator	Institutional On Farm Training Program, Baton Rouge
J. J. STOVALL	Food Conservation Specialist	Baton Rouge
THOMAS S. COLVIN	Teacher Trainer	Baton Rouge
J. W. BATEMAN	Subject Matter Specialist	Baton Rouge
E. A. Robinson	Audio-Visual Aid Specialist	Baton Rouge
MAINE		
(Same personnel for regular program)		
MARYLAND		
LEE W. ADKINS	Assistant Supervisor for Veterans Farm Training Program	Baltimore
MASSACHUSETTS		
(Same personnel as for regular program)		
MICHIGAN		
THOMAS KERRY	Sup. Ag. Ed.	Lansing
MINNESOTA		
C. A. ANDERSON	Assistant Supervisor Agr. Ed.	International Falls
IRA MONTGOMERY	Assistant Supervisor Agr. Ed.	Fairbault
A. N. PEARSON	Assistant Supervisor Agr. Ed.	St. Paul
MISSISSIPPI		
O. V. CLARK	District Supervisor	Winona
L. W. CRAIG	District Supervisor	New Albany
C. W. BURRAGE	District Supervisor	Cleveland
H. L. DAVIS	District Supervisor	Meridian
S. H. GUNTER	District Supervisor	Soso
C. W. MAKAMSON	District Supervisor	Caledonia
A. G. SHEPHERD, JR.	District Supervisor	Houston
J. K. SIMPSON	District Supervisor	Pickens
R. H. SULLIVAN	District Supervisor	Magee
D. L. WILLIAMS	Subject-Matter Specialist	State College
W. L. LYNCH	Illustrator	State College
J. J. NORMAN	(Negro) District Supervisor	Jackson

Name	Address
MISSOURI	
ROBERT L. HAYWARD	Assistant Supervisor, Jefferson City
J. B. RUTLEDGE	Assistant Supervisor, Portageville
F. M. CULBERTSON	Assistant Supervisor, Springfield
J. D. HARRIS	Assistant Supervisor, Huntsville
RAYMOND D. HAGAN	Assistant Supervisor, Princeton
J. A. McKINNEY	Assistant Supervisor, Salem
CLOVIS JONES	Assistant Supervisor, Jefferson City
MONTANA	
JEFF D. MATHEWS	Supervisor, Bozeman
NEBRASKA	
LEWIS E. KLEIN	Assistant Supervisor, Lincoln
STEWART WOOD	Specialist in Veterans Training, Lincoln
NEVADA	
(No information received)	
NEW HAMPSHIRE	
(Same as for regular program)	
NEW JERSEY	
(Same as for regular program)	
NEW MEXICO	
RAYMON BASON	Supervisor, Dist. No. 1, State College
ALFRED ENRIQUEZ	Supervisor, Dist. No. 2, Bernalillo
HAROLD C. LEAHY, JR.	Supervisor, Dist. No. 3, Raton
WILLIAM COINMAN	Supervisor, Dist. No. 5, Mountainair
NEW YORK	
(Same as for regular program)	
NORTH CAROLINA	
A. L. TEACHEY	State Supervisor, Raleigh
G. K. SAVAGE	Associate Supervisor, Raleigh
A. G. BULLARD	Subject Matter Specialist, Raleigh
T. H. MILLS	Ass't Supervisor, Welcome
B. L. LUNSFORD	Ass't Supervisor, Asheville
H. T. GRYDER	Ass't Supervisor, Taylorsville
W. W. McCLURE	Ass't Supervisor, Louisburg
K. E. STOKES	Ass't Supervisor, Sevrn
NORTH DAKOTA	
(Same as for regular program)	
OHIO	
LLOYD D. FIDLER	Special Supervisor, Columbus
J. H. LINTNER	Inspector, Columbus
P. F. PULSE	District Supervisor, Columbus
OKLAHOMA	
BONNIE NICHOLSON	State Supervisor, Stillwater
EARL C. MAY	Assistant Supervisor, Stillwater
CECIL D. MAYNARD	Assistant Supervisor, Stillwater
CARL L. SMITH, JR.	District Supervisor, Stillwater
DALE DUPY	District Supervisor, Stillwater
VELDEN SWIGART	District Supervisor, Mooreland
W. R. HARE	District Supervisor, Elk City
HOWARD RICHARDSON	District Supervisor, Snyder
CLIFFORD BURTON	District Supervisor, Chattanooga
JOHN HIGHTOWER	District Supervisor, Pauls Valley
MARVIN ANDERSON	District Supervisor, Moore
SEWELL G. SKELTON	District Supervisor, Claremore
VON H. LONG	District Supervisor, Okemah
MURR R. ROGERS	District Supervisor, Hugo
JACK HOUSER	District Supervisor, Stigler
FOREMAN CARLILE	District Supervisor, Vian
S. D. CENTER	Auditor, Oklahoma City
G. J. DIPPOLD	Teacher Trainer, Stillwater
CHARLES L. THOMPSON	Subject-Matter Specialist, Stillwater
SAMUEL E. FUHR	Special Supervisor for Negroes, Langston
OREGON	
ALLEN LEE	Asst. State Sup., Agri. Ed., Salem
ELMER SULLIVAN	Asst. St. Sup., Agri. Ed., Salem
PENNSYLVANIA	
(Same as for regular program)	
PUERTO RICO	
FEDERICO A. RODRIGUEZ	Supervisor, San Juan
REINALDO I. MARTINEZ	Regional Supervisor, San Juan
ROLANDO APONTE	Regional Supervisor, San Juan

Name	Address
RHODE ISLAND	
(Same personnel as for regular program)	
SOUTH CAROLINA	
P. G. CHASTAIN	State Supervisor, Columbia
ERNEST B. FEW	District Supervisor, Honea Path
W. M. HARRIS	District Supervisor, Chester
S. W. EPTING	District Supervisor, Columbia
A. L. SMOAK	District Supervisor, Walterboro
J. H. YON	District Supervisor, Loris
SOUTH DAKOTA	
(South Dakota Veterans Department, Sioux Falls, in charge of program)	
TENNESSEE	
(Same personnel as for regular program)	
TEXAS	
B. C. DAVIS	State Supervisor, Austin
SAM L. ADAMS	Plans and Training Specialist, Austin
CURTIS BELL	Regional Supervisor, Commerce
CHARLES L. BODDEN	Regional Supervisor, Stockdale
F. P. BOHANAN	Regional Supervisor, Liberty
ZANE G. BREWER	Regional Supervisor, Lubbock
J. A. CHANDLER	Regional Supervisor, Huntsville
C. W. COX	Regional Supervisor, San Antonio
M. D. FOX	Regional Supervisor, Graham
H. O. HARRIS	Regional Supervisor, Denton
CHARLES HARRISON	Regional Supervisor, Dallas (Negro)
PAUL HILBURN	Regional Supervisor, College Station
R. P. MARSHALL	Regional Supervisor, Marlin
A. A. MARTIN	Regional Supervisor, Edinburg
ALBERT A. MABERRY	Regional Supervisor, Roby
THOS. R. NEELY	Regional Supervisor, Lubbock
ROY V. PINSON	Regional Supervisor, Comanche
SCOTT RUSSELL	Regional Supervisor, Taylor
DURWARD S. STEWART	Regional Supervisor, Huntsville
R. L. TATE	Regional Supervisor, Meridian
FRED H. WADLEY	Regional Supervisor, Arlington
FREDDIE A. WOLTERS	Regional Supervisor, Tyler
JESSE C. YOUNG	Regional Supervisor, Cotulla
JAMES W. HAWKINS	Teacher Trainer, College Station
JACK GRAY	Teacher Trainer, College Station
NEILAN COOK	Teacher Trainer, Huntsville
WEBB JONES	Teacher Trainer, Huntsville
V. E. MOORE	Teacher Trainer, Kingsville
JACK TINNEY	Teacher Trainer, Lubbock
EUEL LINER	Subject Matter Specialist, Lubbock
HENRY SMITH	Subject Matter Specialist, College Station
UTAH	
ROBERT DAHLE	Assistant Supervisor, Logan
FRED CORNABY	Assistant Supervisor, Richfield
VERMONT	
(Same as for regular program)	
VIRGINIA	
W. R. CRABILL	Asst. Supervisor, Richmond
J. M. CAMPBELL	Asst. District Supervisor, Appomattox
H. M. DAVIS	Asst. District Supervisor, Berryville
R. W. SPARKS	Asst. District Supervisor, Powhatan
W. W. CRAIGHEAD	Asst. Teacher-Trainer, (Negro) Petersburg
WASHINGTON	
(Same as for regular program)	
WEST VIRGINIA	
H. E. EDWARDS	Asst. Supv. Vocational Agriculture Service, Charleston
GUY E. CAIN	Dist. Supv. Vocational Agriculture Service, Charleston
J. B. SWECKER	Dist. Supv. Vocational Agriculture Service, Elkins
W. H. WAYMAN	Dist Supv. Vocational Agriculture Service, Clarksburg
WISCONSIN	
IVAN G. FAY	Supervisor, Madison
M. W. COOPER	Assistant Supervisor, Madison
H. M. NELSON	Assistant Supervisor, Madison
WYOMING	
MILLER BROWN	State Supervisor, Cheyenne

Leadership Training In the F. F. A.

How good chapters operate

WARREN G. WEILER, Executive Secretary, Ohio Association F.F.A.



Warren G. Weiler

WE PROUDLY boast that "The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation and citizenship—" and I believe we can say that this is not just an idle boast. One cannot attend the national F.F.A. convention without sensing outstanding boy leadership and cooperation. I believe one would have somewhat the same feeling if he attended any of our state conventions; but, here we are seeing the "cream of the crop." Is one similarly impressed when the average chapter activity is attended?

My observation has been that our outstanding chapters are doing a commendable piece of work in developing Future Farmers. Out of our entire membership, however, what per cent receives a well-rounded training? What per cent can do a creditable job, either handling or participating in a meeting? What per cent can express themselves well? What per cent can serve as a committee chairman, and through group action develop a phase of a chapter program? What per cent can even serve satisfactorily as a committee member? If we take credit for really developing agricultural citizenship, these percentages must be high.

Division of Responsibilities

Unfortunately, in some chapters a comparatively few do the work; or even worse, the chapter adviser does it. I have attended some F.F.A. banquets where the adviser was the receptionist, he arranged the guests at the tables, prompted the speakers, and in one case even served as toastmaster. He was a very busy man. The Future Farmers were not. In other chapters the adviser can enjoy the evening as an interested spectator. Under the direction of their elected leaders the members carry out their various assignments in a smooth, coordinated manner, the result of practice in assuming responsibility and working together under the guidance of the chapter adviser.

A number of years ago I visited a candidate for the American Farmer Degree. The applicant had an excellent farming program but the application showed little participation in chapter activities. I asked him whether he had overlooked this phase of his program, mentioning a few of the more common activities. He assured me that he hadn't, and added, "it seemed we didn't get to do those things. We always heard about

The special editor for the F.F.A. section, H. N. Hansucker, state supervisor of agricultural education, in West Virginia, arranged for several articles emphasizing what is being done in the F.F.A. by way of training for leadership responsibilities. The introductory articles represent the viewpoint of the state executive-secretary, and of a chapter adviser in Ohio.

the Future Farmers in ——— chapter. They always seemed to be in everything." That young farmer realized that he had been cheated. Not only did he fail to be nominated for the American Farmer Degree, but he failed to receive the training which every Future Farmer should receive.

Function of Adviser

The chapter adviser seems to be a major factor in this variance in F.F.A. chapters. A chapter will be very active—outstanding Future Farmers will be developed. Suddenly the adviser leaves, and thereafter little is heard of the Future Farmers in this chapter. Conversely, a chapter will be quite inactive—a new adviser arrives and after a couple of years have passed, outstanding Future Farmers appear. Does this mean that the levels of the abilities of the members in these chapters have suddenly changed? This may be true occasionally, but probably not as frequently as these changes occur.

First of all, it is apparent that the adviser must be "sold" on the possibilities of a good F.F.A. program. Secondly, he must be enthusiastic about the program; and thirdly, he must be able to work with boys in such a way that they will assume a major portion of the responsibilities in the program. The work of a group of Future Farmers is a reflection of the interest and enthusiasm of the adviser; however, this should be the work of the members, not only the work of the adviser. Usually they will not do any more than he expects, but with proper inspiration and guidance farm boys usually do not disappoint us.

The result of this training is very apparent in state officers. Future Farmers from chapters in which members participation is limited do not make good state officers. They are not proficient in carrying out the duties of the respective offices, and they do not have the background needed to be of the most service to chapter members on a local or district basis.

How can agricultural leadership, cooperation and citizenship be developed in a local F.F.A. chapter? Only through member participation in many desirable

and well planned activities. Outstanding Future Farmers do not "just happen." They develop "Those Qualities of Leadership which a Future Farmer should Possess" through practice gained while participating in these activities. This means that every chapter program should be comprehensive enough that all of the members have ample opportunity to take part, and then that they be encouraged to do so. Some procedures that I have observed in the better chapters follow.

Election Of Officers

Officers are elected before the end of the year. This permits use of retiring officers in an advisory capacity. In selecting candidates, each is given an opportunity to indicate the office he would prefer to hold. Boys will do better work when they are doing something they like to do. The duties of each office are discussed before the vote is taken so that members will learn to evaluate the qualifications of candidates rather than vote on a "popularity" basis.

Program Planning

New officers are given the responsibility for having a tentative chapter program to present at the time they are inducted into office. All of the members have a part in the planning. The president divides the membership into committees containing representatives of each of the classes, with each committee having the responsibility for planning one or more areas of the chapter program. Frequently the president allows members to choose the committee on which they wish to serve. The chairman of each committee then presents the section to the entire chapter for change or approval. Final approval is sometimes withheld until the incoming freshmen can be added to the various committees and help prepare the final draft of the program.

The goals in good chapter programs are definite and they are attainable. A goal of "encourage leadership activities," as is found in some programs, is really not a goal. How much better is the goal, "each member to prepare a talk for the chapter speaking contest." This goal can be reached and at the end of the year members will know whether or not they have reached the goal. Many chapters provide a column in their programs for "accomplishments."

Good chapter programs always include some provision for officer training, either on a chapter, county or district basis. County and district training programs are of real value, but in addition good chapter advisers give newly elected officers specific training for their respective offices. Of course, the experience gained in actually carrying out the duties of the office is the best training, but they do need help in getting started properly. We do not expect players on a basketball team to be good

(Continued on Page 233)

Leadership through cooperation of state association and local chapters

JOHN H. LEONARD, Adviser, F.F.A. Chapter, Van Wert, Ohio



John H. Leonard

DO local F.F.A. chapters need assistance in developing leadership? The need for assistance of, and the cooperation with, the state association can readily be seen by looking over the anemic programs of work prepared by many chapters for the development of leadership. Never in our history has the need for good leadership been greater than it is today. This is especially true in the field of agriculture. Many agricultural organizations are looking for young men who have received leadership training in the F.F.A.

The leadership area of the state association's program of work, therefore, must be one of the main areas if real rural leadership is to be developed. The objectives of the state association, as well as the local chapter, might be summed up in a statement similar to this: "To assist Future Farmers to develop leadership ability by providing opportunities for participation in worthwhile leadership forming activities." It is obvious, therefore, that the chapters must cooperate with the state association if the activities of the latter are to be effective in local chapters.

Problems In Developing Leadership

What are some of the problems of a state association in developing aggressive leadership? In the first place the officer turn-over is great, usually serving for only one year. Secondly, the state officers have but a short time to receive training above the local chapter level to further develop their leadership ability while in office. Thirdly, the state officers may initiate a program for leadership development but another group of officers must conduct that activity. Fourthly, the leadership program, by necessity, is confined to suggestive activities for consideration by the local chapter.

It is apparent that the leadership activities of the state association are, in most cases, too far removed from the place where the actual leadership development is taking place, that is, in the local chapters. It is necessary therefore that the state association devise ways in which it can work closer with the local chapters to get maximum results in the development of leaders.

What are some of the activities a state association can sponsor to promote leadership development of F.F.A. members?

1. Officer-Training Schools.

This activity gives training to only a few but in turn these officers can assist local chapters and assist with state projects such as the F.F.A. camp and the state convention.

2. A state program of work based specifically on the needs of the local chapters.

The state association can assist local chapters greatly by giving helpful suggestions for chapter activities in the leadership area, and other areas, of their program of work.

3. Sponsoring chapter business procedure contests.

This activity gives each chapter an opportunity to participate and to receive recognition for the efforts of its members.

4. Sponsoring public speaking contests.

This is an activity which is limited to a select group but does offer wholesome leadership development and recognition.

5. Operate an F.F.A. camp.

This activity may be developed along a leadership theme, recreational or other educational lines. Its value as a leadership training activity will depend upon the objectives of the camp program.

6. District spring training conferences. A state association officer meets with the local officers to discuss the State Program of Work and assist the local chapter officers in developing a more effective local program.

7. Chapter development program.

This program should not take on the contest angle as so many programs have in the past. In this plan each chapter would be classified by the state association, according to its progress in the development of its program of work, considering individual member participation and leadership development.

8. Advisers training school.

The success of a chapter usually depends upon the adviser. Most advisers benefit from such training schools providing the group is not too large for individual participation.

9. Officers training school for local officers with officers from the state association in charge.

I realize this would be a difficult assignment in many states. This type of meeting has the advantage of personal contact of state officers with the local officers. This should stimulate the local officers to do a better job.

10. State officers visiting the local chapter.

The inspiration a chapter may receive from a visit by a state officer is difficult to measure. The visit may be for a banquet, regular meeting, or with the executive committee. The latter would be of the greatest value because the state officer could discuss the chapter program with the local officers and give helpful suggestions.

It is evident that some of the suggested ways for state associations to cooperate with the local chapters are

How chapters operate

(Continued from Page 232)

players without coaching; neither can we expect Future Farmers to be good officers without help.

When finally completed the program is mimeographed.

Executing The Program

In many chapters the committee that plans an area of the program is given the responsibility for carrying out that part of the program. The merits of this plan are obvious. Some presidents place their vice-presidents in charge of program execution. They work with committee chairmen in completing a time schedule so that all of the activities are completed, and at a proper time. Each member has a copy of the program, including the time schedule, and a copy, enlarged if possible, is placed on the bulletin board on which a record of progress is kept.

In carrying out good chapter programs, every member has a part in as many activities as is possible. Special abilities and interests of members are noted, and participation in these areas urged.

Evaluating The Program

It is only natural for thinking people to check on themselves to see whether they accomplish the things they set out to do. Progressive chapters take advantage of this, and the accomplishments are checked with the program as planned, at the end of the year. This may be in the form of a report for the State and National Chapter Contests. It is well for the members and officers to know what their "batting average" has been for the year, and it is certainly valuable information for the committees which are to plan the work for the coming year.

Whether or not the procedures outlined above are the best, may be debated; however, I have observed that the chapters using these and similar procedures do have interested members, and the state officers from these chapters are usually good state officers. If we really believe in that part of our motto which says, "doing to learn," then our chapters are obligated to arrange for activities so that members can do and then motivate them to do. When we provide doing activities through a comprehensive program, which includes planning and working together with special training in parliamentary procedure, speaking, writing, and other necessary skills, and our per cent of participation is high, we can take credit for the development of agricultural leadership, cooperation and citizenship among the Future Farmers of America.

being carried out very effectively in some states. It is also true that the local chapters do not always take advantage of the opportunities for help offered them by the state associations.

Finally, one must keep in mind the facilities necessary for carrying out such activities, especially in areas where chapters are widely separated and where financial means are limited.

Leadership activities Neosha, Missouri, F.F.A. chapter

MAXWELL LAMPO, Teacher, Neosha, Missouri



Maxwell Lampo

TO DEVELOP leadership abilities, F.F.A. members must participate in a variety of activities which will prepare them for living and working in their own communities in the immediate future and later in life.

The first big problem is the selection of capable F.F.A. officers. I have found it a good practice to use a nominating committee composed of graduating seniors. The committee is charged with the responsibility of interviewing prospective officers. A candidate is usually asked the following questions.

1. What ideas has he for improving the chapter?
2. What office is he interested in holding, if any?
3. What kind of supervised farming program has he?

While screening the candidates, the committee keeps in mind the attitude of each student, the quality of his work, and his previous interest in chapter activities. At a regular meeting in March the nominees are presented to the chapter. Nominations may be made from the floor in addition to the names presented by the nominating committee. Usually the recommendations of the nominating committee are accepted. The use of a nominating committee gives the F.F.A. member who has possibilities of becoming a State or American Farmer an opportunity to become a chapter officer. Otherwise, oftentimes, the most popular fellow or the one who excels in athletics is the one elected to office.

At the regular meeting in April, the new officers are installed, using the F.F.A. installation ceremony. They take charge of the meeting in May before school is out. This gives the new officers an opportunity to plan summer meetings and activities. Also, they have time to prepare themselves for the heavy school activities for the ensuing year.

Assistant Officers Used

In September, assistants for the offices of treasurer, secretary, and reporter are suggested by the executive committee or chapter officers and elected by the membership. The assistant officers are stationed at chapter meetings with the regular chapter officers. The duties of the assistant officers are to assist during the meetings and to substitute in the absence of the regular officers.

To give more Future Farmers similar experience, I have found that the election of officers in each class provides additional training. A chapter officer cannot be a class officer. Meetings of the organization in each class are

held once a month, patterned after the regular chapter meeting, ceremonies and all. The class treasurer receives all chapter monies turned in from his class and writes receipts. Class officers may be used on the program of activities committee of the chapter. For example, the chapter treasurer, his assistant, and the class treasurers are members of the earnings and savings committee. The chapter reporter, his assistant, and the class reporters are members of the promotional committee.

Committee Work Stressed

Committees are the planners for chapter activities. Every member should be assigned to at least one committee. The annual chapter program is planned by standing committees. They are named by the president and vice-president who works directly with the committees.

The program of activities committee plans special events for the year. These



Members of the executive committee of the Neosha chapter serve as chairmen of the major committee charged with developing the annual program of work.

are approved by the local adviser and high school principal or superintendent of schools. All committee reports are read to and approved by the chapter. Each committee is given a planning sheet by the assistant secretary, which includes a list of the members, activities, goals, ways and means, and estimated costs.

Activities such as the Future Farmers Fair, Barn Warming, Parents Night and Banquets require special committees. Also, a manager and an assistant are elected, for each of the special activities with the assistant to become manager the following year. This gives added experience, varying from the usual routine. The committees for these activities are named by the manager.

For the Future Farmers Fair in the community where I taught previously, the managers were responsible for the sale of ads in the catalog. They worked up a sales kit which included a list of prospects, an official receipt book, and a

catalog from the previous fair. They assembled the information which they wished to present to prospects, such as the number of catalogs to be printed and distributed, the circulation list, why the fair was being held and the number of participants. They were instructed never to try "high pressuring" anyone to buy an ad, feeling that good will on the part of the business man was more important than the price of an ad.

Last year over half of our members made radio appearances, some in groups and others as individuals. During National F.F.A. Week, a local radio station representative came to the school and made a wire transcription for broadcast. We started with a part of the opening ceremony, adjourned later to the farm shop where some of the boys told what they were building, with the shop noises as a background. We then visited six Future Farmers on their home farms and interviewed them regarding their supervised farming programs. At one farm, the boy had a sow and litter project and the sow was persuaded to grunt in the mike to add a touch of real life to the transcription. Tractors, seed cleaners, and other de-

vices were used for sound effects.

On another occasion two other chapter members presented a prepared script to better inform the public about the activities of the F.F.A.

Degrees and Ceremonies Emphasized

Ceremonies have been an important means of enlightening the general public, as well as F.F.A. members about the Future Farmers of America organization. Opening and closing ceremonies are used at all regular meetings and at special programs. Initiations for the Green Hand, Chapter Farmer, and Honorary Member are made more impressive through the ceremony for that degree. Green Hands of Neosha chapter are also initiated informally after the leadership committee has the approval of the high school student council. This adds a little variety and spice to the more formal ceremonies.

Degree work encourages and stimulates a desire for advancement in rank.

(Continued on Page 237)

Chapter activities that train for leadership

J. L. PARISH, Adviser, Geneva, Alabama



J. L. Parish

LEADERSHIP training plays a major part in the activities of the Geneva F. F. A. chapter at Geneva, Alabama. There are sixty-two members in the chapter and each member has a definite and important part in carrying on the activities of the chapter.

The training begins with the election of chapter officers in the spring (April) before school closes. The newly elected officers are given an officers training course during the summer vacation months. Each officer studies to become familiar with the duties and responsibilities of his office. Then tentative objectives are made and plans for chapter activities are drawn up as a part of this training course. The officers name a chairman for each activity. The chairman then appoints his committee selecting the members who will be most interested in that particular activity. Each member is asked to serve on one or more activity projects and during the course of the year is given an opportunity to make a real contribution to the chapter. Special committees are named as needed throughout the year.

Current Undertakings

Some of the present activities of the Geneva chapter are:

1. Operating a chapter owned bus on a daily eighty-nine mile county school bus route.

The bus committee is responsible for the operation, care, and repairs of the bus. The boys who serve on this committee get actual experience and training in auto mechanics and are successful in doing much of the repair work. This activity proves a source of income for the chapter and provides a means of transportation for chapter project trips and educational tours.

2. Operating a school candy and ice cream store.

The committee responsible for the store is a most active one. This provides the chapter's main source of income as well as giving opportunity for experience in buying, selling, banking, and bookkeeping.

3. Carrying as a project a pure bred Hereford bull which is kept on the campus.

The chapter received the bull last October as an award from the Sears Roebuck Foundation. The chapter with its own labor and expense has constructed a barn and has begun a pasture demonstration. The committee on community service finds that this offers them many opportunities for their activities.

4. Planned social activities.

Each year the social committee plans

two banquets in which much interest is always shown—the Christmas banquet to which their girl friends are invited and the banquet for their parents at the close of school. Members of the chapter prepare and serve the food for these events and are wholly responsible for the programs. The chapter purchased a record player which is enjoyed on these occasions, as well as at chapter meetings.

5. Encouraging scholarship.

A chapter score card is used to determine which member receives the annual F.F.A. scholarship medal. Each member is rated as to supervised farming practices, scholarship, F.F.A. activities and extra activities.

The activities mentioned are naturally most important to the chapter as a local group. Other activities which offer many opportunities in leadership training are: membership in a county association and participation in state and national contests. Each year the chapter makes an effort to participate in the public speaking, parliamentary procedure, quartet, and judging contests. Also much valuable training is received from attending our state convention.

The 76 members of the Carthage, Tennessee, F.F.A. chapter completed 482 productive agricultural enterprises during the past year, which gave them a labor income of over \$66,000. By way of cooperative activities the members purchased and mixed over 12 tons of feed and minerals for their livestock, took part in clean-up and fire prevention weeks, bought and sold seed and strawberry plants, and made donations to the community chest and other charitable drives.

During the past year 131 F.F.A. chapters in Michigan sold \$23,345.15 worth of miscellaneous garden seeds obtained through the Farm Bureau Services. Each of 10 chapters had sales in

Improving teaching with field trips (Continued from Page 228)

illustrating pest control in livestock cannot be equaled. The groundwork and preparation in this learning situation might be constructed in class, but the follow-up must come by actually seeing the job being done. A timely field trip in this instance, gives the students first hand knowledge of one method of animal parasite control.

Learning, in other parts of a teaching program can be best secured by utilizing field trips. Take a unit in dairy products for example. Some of your students may enter school with but a vague understanding of modern milk processing. They place the raw milk aboard the routeman's truck and that's about as far as their interest in its future goes. Could they but see the many procedures involved in getting it to the consumer, their appreciation of the whole field of dairy manufacturing might be affected.

You could give them a complete picture of the manufacturing process in a class lecture. At best, this would tend to be an intangible picture. Take this same group of students through a local creamery as a supplement to their classwork. Let them see what happens to raw milk once it leaves their farm. Let them follow the milk as it makes its way from one process to another. Show them the varied finished products. Then knit together the whole procedure from farm to consumer. Does it give them a tangible know-how in the production of these dairy products? Indeed it does. Furthermore, this on-the-spot learning carries over into other phases of your agricultural program. Interest is kept at a high ebb.

Spring activities will soon be coming into their own. This might be an opportune time to look over that course of instruction as it's set up for the next few months. Check the possibilities of inserting a field trip here and there in the program. You'll find they can be a welcome change from the regular winter classroom work. And you'll have assistance in reducing that traditional spring fever atmosphere, which usually prevails during those last weeks of inside class activities.

Take the boys out on a well planned field trip. You'll be glad you did.



F.F.A. bus unloading students upon arrival at school. One hundred thirty students are transported to and from school each day on this bus which serves two schools. The chapter president is the bus operator and chairman of the bus committee.

Developing F.F.A. leadership

J. B. ADAMS, Executive-Secretary, Illinois Association F.F.A.

THE FIRST-NAMED purpose of the Future Farmers of America is "to develop competent, aggressive, rural and agricultural leadership." Do our local chapters, our state associations, and our national organizations do a good job of developing leadership? If they do, how do they do it? If not, why not?

This article is written from the standpoint of a state association. It does not pretend to have all the answers, but rather to be a report of progress. The attempt to write it induces a confession that so far we have been "muddling through," as the British say, by trial and error, learning by false starts. The conclusions reached are peculiar to the writer and to the local scene in Illinois.

Farm life produces boys who are natural exponents of free enterprise and who have plenty of individual initiative in the conduct of their own affairs, but not much experience with group action. When the farm boy arrives in high school and is thrown into contact with a considerable group who are strangers to him, but many of whom are well acquainted with each other, he tends to hang back. The F.F.A. chapter provides him with an ideal opportunity to practice brotherhood and to obtain those recognitions and awards which are the breath of life to the spirit of leadership.

State Officers

On the state level it is usually a real pleasure to work with the boys who have become state award winners and state officers. Most of these boys have developed strong qualities of leadership before they arrive at this level. It is always interesting to watch them climb further along the ladder of successful leadership. Almost always these boys come from strong and active local chapters, where their experiences have helped them to mount many of the rungs of the leadership ladder. What are these rungs? Here is a list, though certainly not a complete one.

1. Basic training, which you may prefer to call orientation or indoctrination.

The boy learns what F.F.A. means, the creed, the purposes. He begins to sense some opportunities.

2. Initiation.

If its serious, purposeful meaning is subordinated to horseplay, the value of this important step is lost.

3. Committee membership and duties.

In well-organized chapters every member is on one of the standing committees of the chapter and has definite duties there. One of the early steps in leadership is the acceptance and discharge of responsibility. Followership is an important element in leadership. Good committee chairmen develop the younger members of their committees.

4. Parliamentary training.

A certain amount of this is fundamental for every F.F.A. member; good leadership demands more.

5. Advancement in degrees, with the

aim of reaching the State Farmer and American Farmer degrees.

It is no accident that those chapters which furnish state leaders also rank high in State Farmers and American Farmers.

6. Committee chairmanship and officership in the chapter.

Good chapters have carefully planned procedures for selecting their officers. Many chapters use junior officers as a means of training and proving officer material.

7. Leadership training for chapter officers.

In Illinois this is given in meetings held for that purpose in each of the twenty sections of the state, each fall. In 1948, nine of these sections held leadership training camps, usually of three days, in the summer or fall. Nearly all the sections will have such camps in 1949. The two primary purposes are to train officers in the specific duties of their offices and to help develop good chapter programs of work for the coming year. These training schools and camps developed from the demands of the chapters and sections. Each section organizes and conducts its own, with such help as it asks for and can secure from state officers, teacher trainers, and supervisors. The continuance of these schools year after year and their recent expansion into three-day camps evidence their value.

8. Delegateship at the state convention and at sectional meetings.

Usually the chapter provides serious emphasis for this by paying part or all of its delegates expenses and by expecting a definite return of service to the chapter.

9. Service on state committees.

This applies especially to our twenty state vice-presidents, each of whom is named as chairman or assistant chairman of one of the important state committees. The appointments are made early in the year, and leading chapters are asked to name delegates who will serve on such committees. Reports of these committees are important in the business of the state convention. These boys feel a real responsibility for the conduct of their state association.

10. State officership.

Including our twenty vice-presidents, we have twenty-three boy state officers. Keen competition for these positions results in a remarkably high average in ability and performance. There has been a steady trend toward greater responsibility for the vice-presidents, each of whom is in charge of his own section of about twenty-five chapters. The three main state officers usually have been vice-presidents the previous year, with a valuable gain in maturity and experience. Four of the vice-presidents serve as directors, each from one district of the state, on the state executive committee.

Trends in Leadership Training

Looking back over the past five years, certain trends appear. One of these,

already mentioned, is that the sections have not only continued their demands for yearly schools of leadership training but have taken the lead in expanding these into three-day summer camps.

Another trend is toward recognizing the chapter as a whole rather than merely the individual boy. An evidence of this is the growth in development of the chapter contest. Chapters entered in the past three years have been, respectively, 99, 134, and 209. This is more important in the development of leadership than may appear at first glance. Social workers deplore the bad results of the gang spirit, but this powerful force in the lives of boys can be harnessed to good uses. When members begin to think in terms of the chapter as a whole rather than each for his own selfish ends, all sorts of activities step up to a higher plane. Older members show leadership by actively influencing Green Hands to work harder, to accept committee responsibilities, to appear on chapter programs, and to develop better farming programs.

But this will not happen unless and until the members feel their freedom and responsibility. It does not happen when the program is dictated from the top and the member has no voice in determining policies. There must always be opportunity for "growth from the grass roots." Advisers can advise, assist, and encourage. A general framework of policies must exist to coordinate activities, but local initiative should have free rein within this framework to the fullest possible extent. Each member must feel not only that he belongs to the organization but also that the organization belongs to him.

Sectional Activities

In Illinois the twenty sections, each in charge of its own state vice-president, have provided much of this initiative. A number of practices and policies which now are statewide have developed out of sectional beginnings. This is democracy in action.

There is no benefit from leadership which directs itself toward harmful ends. Hitler had leadership. Let us keep in mind that the goal is not to develop a program for the program's sake nor to win state or national honors, but rather to provide the best educational development for the individual boy. He should know not only the techniques of successful farming but also the techniques of leadership in a democracy. The organizational framework of the F.F.A. and its inspirational recognitions and awards give us a wonderful opportunity to develop such leaders.

Recently over 200 Kiwanians, F.F.A. members and guests of Kiwanis at Camp Hill, Alabama, participated in a field day which included observations of projects sponsored by the Kiwanis Club.

* * *

The December issue of the Kansas Future Farmer carried an interesting and detailed account of the 20th National F.F.A. Convention. Professor A. P. Davidson of Kansas State College serves as editor of the state news letter. He has attended all of the conventions except the one held in 1946.

Hunting—a farm boy's heritage

HERMAN HARPER, Teacher, Hanford, California

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

I had this in mind when I approached members of the Hanford chapter of Future Farmers 12 years ago that we organize a pest and rodent control program. They, as usual were skeptical at first, but enthusiasm grew with each passing day until the organization became a reality. Sparked by Slim Pickens of Rodeo fame, Myron Dutra purebred Holstein breeder, Norman Hart big dairyman, Harvey Dooley big cotton and grain farmer, Dick Verkuyl winner of the purple heart and every sharpshooting medal the marines offered and others, the contest was started. Rules were drawn up, points for each animal and



There are 26 coyote tails on the string being held by members of the Hanford chapter.

bird were fixed, traps were purchased by the organization, jack rabbit drives organized and we were off to a running start.

One boy became so enthused he brought the "stink" bag of a skunk to school and ran every one out of the study hall. Results—no more skunks. Bird lovers objected to the killing of sparrows, blue jays, hawks and crows and these birds were dropped from the list to be reduced.

Supervisors Sold On Program

Since the supervisors hire trappers to catch coyotes and they were on the list to be caught a meeting was arranged with the Kings County supervisors and they agreed to furnish \$300 in ammunition to be purchased through the county purchasing agent and stored in the high school principals office. From there the official score keepers distributed shells to those cooperating at the rate of 1 cent for a mouse tail, gophers 2 cents, rats 5, jack rabbits 5, ground squirrels 6, opossum 6, weasels 10 and coyotes 30 cents each.

Government Trappers Help

Government trappers showed the Future Farmers how and where to set their traps, how to make the "scent" needed to capture male coyotes and how to remove and prepare the pelts of the fur bearing animals for sale. This added to the income as well as the enthusiasm of the young Daniel Boone's and encouraged them to study the nocturnal habits of these animals. Fox hounds, greyhounds and plain dogs were trained to hunt jack rabbits, coyotes and opossums.

Nearly 150,000 rodents and predatory animals have been killed by the Hanford Future Farmers during the past 12 years to easily take first place in the United States among all Future Farmer Chapters in this *Sport of Kings*.

Not all of the value comes from recreational activities, skill in hunting and trapping, and prevention of juvenile delinquency, but it had a practical value also. It is estimated that 25 jack rabbits will eat as much grass as one cow. Since nearly 40,000 jack rabbits have been killed during the last dozen years that means grass for an additional 1,600 head of cattle in the Kingdom of the Kings.

Weasels are destructive killers of small chicks and many ground nesting birds. They can crawl through a knot hole or other small openings and kill as many as 500 chicks in one night. Everyone knows the destructive habits of rats and mice. Ground squirrels and gophers cause untold damage to irrigation ditches and farm crops. Coyotes and opossum kill many of the farmers poultry besides the loss of lambs and small pigs attributed to the cunning animals.

We learn to do by doing. We love to trap and hunt in the heritage that is still ours.

A coon hunt is held annually by the F.F.A. chapter at Vandalia, Missouri. A bonfire and eats lend interest to the occasion.



Boys still being boys, make pets of some animals captured in the eradication drives staged by the Hanford chapter.

Puerto Rican chapters participate in cooperative activities

THE government of Puerto Rico opened recently the office of inspector of cooperatives, to deal with matters related to cooperative effort on the island.

There is a phase of this work devoted to juvenile groups. In this it was found that Future Farmers groups could do effective work.

Preliminary plans were made between the inspector and the division of vocational agriculture to study the possibilities and facilities for a program of work.

Every department of vocational agriculture in Puerto Rico operates a farm ranging from five to thirty acres. The output of these farms during 1947-48 was \$56,291.47, outside of products supplied for school lunch rooms.

The idea is to run part of the farming activities on a cooperative basis with a view to expand them as much as possible and according to the results obtained.

By-laws and regulations for operating the cooperatives have been outlined. Each cooperative will be run by a board of directors made up of Future Farmers showing leadership abilities and proper attitudes.

This is a nice opportunity to evaluate the work of Puerto Rican Future Farmers in running cooperative enterprises.—Samuel Molinary, Acting Supervisor, San Juan.

Leadership activities Neosha chapter

(Continued from Page 234)

To aid in this stimulation, the leadership committee has been on the job. For each degree they prepare a list of the minimum qualifications as set up by the constitution and make copies for the members. On the opposite side of the sheet is printed the memory work expected for the degree, as well as the motto and the unison part of the opening ceremony. Before the candidate is presented for his degree, the leadership committee checks with him to determine whether he had met the minimum qualifications. The committee also orders pins in advance so that the candidates may be presented their pins at the close of the ceremony. Seeing a boy wearing an F.F.A. pin from another chapter or another state helps a Future Farmer to appreciate the fact that he is a member of a national organization.

This appreciation is further brought about by the election of delegates to the state convention of the Missouri association, by attendance at the state F.F.A. leadership and recreation camp, by participation in F.F.A. contests from sub-district to national levels, and by attendance at the National F.F.A. Convention.

Good rural leadership is dependent upon the opportunities and guidance we give *Future Farmers of America*.

Planning a national N.F.A. day program

W. T. JOHNSON, Teacher Education, West Virginia State College Institute

APRIL 5 has been adopted as National N.F.A. Day, and all local chapters should have an appropriate program in order to keep alive the philosophy and thinking of our greatest American Negro, Dr. Booker T. Washington. This program should include more than a history of him. It should also emphasize realistically the principals for which the great leader stood.

The program outlined in this article is being suggested with the hope that local chapters will start making plans for N.F.A. Day months before April 5. In making these preparations the program planners should broaden their scope and include some of the home and community activities that Dr. Washington stressed, keeping in mind that the purpose of the program is to enlist the sympathy and cooperation of the public by presenting interesting facts concerning the founder of vocational education for Negroes and the work of the New Farmers of America which carry out his vision of accomplishments.

Outline of Topics To Include On Program

1. The life and work of Booker T. Washington and his contributions to the ideals of vocational education
2. The service of vocational agriculture to the community achieved by the combined efforts of youth and adults
3. Outstanding achievements of local N.F.A. chapters

Ways and Means of Planning The Program

A committee should be appointed to work out plans for the program. This committee may be guided by the following procedures:

1. A plan should be drawn up for a preliminary community improvement program to be in operation for a month or more before N.F.A. Day. The following are suggested activities for a preliminary program for a local N.F.A. chapter.

- a. Health and home improvement
 - Goal: 100% of members taking part
 - Ways and Means:
 - (1) Clean up yards. Remove shrubbery when it is advisable.
 - (2) Plant flower beds.
 - (3) Repair and construct screens for homes.
 - (4) Improve lawns.
 - (5) Improve water supply.
 - (6) Paint the home if possible.
 - (7) Whitewash or paint posts, fences, rocks, and trees around the home.
 - (8) Whitewash or paint outside buildings.
 - (9) Beautify the mail box.
 - (10) Build and repair steps and porches.
 - (11) Improve the toilet facilities.

b. Informing the public

- Goal: See that everybody in the community understands the program.
- Ways and Means:
- (1) Publish news articles in local papers.
 - (2) Make posters and post in public places.
 - (3) Make announcements in schools, church, and other public meetings.
 - (4) Request the ministers and other leading citizens to emphasize the program.

c. Awards (Awards are suggested as merely optional. However, if prizes are offered better results can be had.)

- Goals:
- (1) Give three awards to the persons making the best showing.
 - (2) Ribbon may be awarded as indicated on Score Card.
- Ways and Means:
- (1) Ask businessmen to give prizes.
 - (2) N.F.A. chapter should give prize.
 - (3) Ask the teacher to give prizes.
 - (4) Take up collection the night of the program.

d. Judging the results.

- Goal: Every home taking part should be judged.
- Ways and Means:
- (1) Secure three judges who will give a fair decision.
 - (a) Three teachers might serve.
 - (b) The editor of the local newspaper should be asked to serve.
 - (c) Local businessmen should be asked to serve.
 - (d) The judges should use a score card.

Special Program

2. A special program should be planned for April 5, at which time the general public should be invited. Suggestions for this special N.F.A. Day program are as follows:

- Opening ceremonies.....By officers
Prayer.....Local minister
Song—Spiritual.....Audience
Purpose of N.F.A. Day and achievements of local chapter.....Member
Quartette or Song—"Swing Low Sweet Chariot," the favorite song of Booker T. Washington.....Members
Achievements by adults.....Patron
Introduction of speaker.....Adviser
Speaker's subject: "The Value of Good Health".....Local doctor, nurse or welfare worker
Quartette or song.....Members
Spiritual.....Members

Announcement of winners.....One of the Judges
Awarding the prizes.....Superintendent, Principal or a leading citizen
Introduction of special guests.....Adviser
Remarks.....Principal
Closing ceremonies.....Officers
Spirituals should be sung on this program because Dr. Booker T. Washington was a lover of spirituals.
A special effort should be made to give the N.F.A. program on the local radio station. The general public should be informed in advance of any local, state or national radio programs to be given on N.F.A. Day.

Suggested Score Card To Be Used With Health and Home Improvement Program For A Local Community

Types of Jobs	Available Score	Score by Committee
1. Clean and orderly yard	100	
2. Rearranged shrubbery	100	
3. Plant new shrubbery including native	100	
4. Plant flower beds	100	
5. All windows and doors screened	105	
6. Improved lawn and walks	100	
7. Improved water supply	150	
8. Home freshly whitewashed outside and painted inside	150	
9. Home freshly painted outside and inside	150	
10. Outside building whitewashed	100	
11. Outside building painted	150	
12. Whitewash or paint posts, fences, rocks, and trees around the home	100	
13. Beautify the mail box	50	
14. Build or improve toilets	150	
15. Desirable steps at all entrances to the home	150	
Possible score	1775	

- A. Homes scoring from 1500 to 1775 will be rated a *Blue Ribbon Home*.
 - B. Homes scoring from 1300 to 1499 will be rated a *Red Ribbon Home*.
 - C. Homes scoring from 1100 to 1299 will be rated a *White Ribbon Home*.
- Remarks: Signed by Committee

A grass judging contest was one of the features of the 4-H and F.F.A. Day, January 29, at the Southwest Exposition and Fat Stock Show in Fort Worth, Texas.

Twenty-five American Farm degrees were awarded to members of the Texas Association at the 20th National F.F.A. convention.

A rather extensive Hampshire pig chain is maintained by the Greybull, Wyoming chapter of F.F.A. Each member who obtains a gilt returns two sow pigs to the chapter

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

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d—B. P. Dilworth, Auburn
d—B. W. Green, Auburn
d—L. L. Dailey, Auburn
d—S. L. Chesnut, Auburn
d—R. W. Montgomery, Auburn
d—D. N. Boltons, Tuskegee
d—Arthur Floyd, Tuskegee
d—P. T. McQueen, Tuskegee
d—B. L. Donald, Tuskegee

ARIZONA
d—J. R. Callison, Phoenix
d—Hubert W. Miller, Phoenix
d—R. W. Cline, Tucson
d—W. A. Schafer, Tucson

ARKANSAS
d—J. M. Adams, Little Rock
d—C. B. Wilkay, Little Rock
d—D. D. Mitchell, Little Rock
d—J. R. Tucker, Little Rock
d—John Bell, Little Rock
d—T. A. White, Monticello
d—O. J. Seymour, Arkadelphia
d—J. A. Niven, Russellville
d—George Sullards, Jonesboro
d—Roy W. Roberts, Fayetteville
d—Lavan Shoptaw, Fayetteville
d—L. R. Gaines, Pine Bluff

CALIFORNIA
d—Wesley P. Smith, Sacramento
d—B. J. McMahon, San Luis Obispo
d—W. R. Donigh, Los Angeles
d—Howard F. Chappell, Sacramento
d—A. O. Allen, Fresno
d—J. C. Gibson, Los Angeles
d—G. A. Hutchings, San Luis Obispo
d—M. K. Luther, San Jose
d—R. H. Petersen, Fresno
d—J. Everett Walker, Chico
d—S. S. Sutherland, Davis
d—H. H. Burlingham, San Luis Obispo
d—Geo. P. Couper, San Luis Obispo
d—J. I. Thompson, San Luis Obispo
d—John D. Lawson, San Luis Obispo

COLORADO
d—E. C. Comstock, Denver
d—A. R. Hinger, Denver
d—Irwin C. Elliott, Denver
d—B. W. Canada, Ft. Collins
d—E. J. F. Early, Ft. Collins

CONNECTICUT
d—Emmett O'Brien, Hartford
d—R. L. Hahn, Hartford
d—W. Howard Martin, Storrs

DELAWARE
d—R. W. Heim, Newark
d—W. L. Mowbray, Dover
d—Paul M. Hodgson, Newark
d—Wm. R. Wynder, Dover

FLORIDA
d—T. D. Bailey, Tallahassee
d—Harry Wood, Tallahassee
d—E. W. Garris, Gainesville
d—W. P. Loftin, Gainesville
d—G. Smith, Gainesville
d—E. L. Northrop, Gainesville
d—T. L. Barringer, Jr., Tallahassee
d—L. A. Marshall, Tallahassee
d—G. W. Conolly, Tallahassee

GEORGIA
d—M. D. Mobley, Atlanta
d—T. O. Walters, Atlanta
d—George I. Martin, Tifton
d—C. M. Baker, Cypriolton
d—J. N. Baker, Swainsboro
d—J. H. Mitchell, Athens
d—John T. Wheeler, Athens
d—H. H. Tolbert, Athens
d—G. L. O'Kelley, Athens
d—W. R. Brown, Athens
d—A. O. Duncan, Athens
d—T. D. Brown, Atlanta
d—Alva Tabor, Fort Valley
d—S. P. Fugate, Fort Valley

HAWAII
d—W. H. Coulter, Honolulu, T. H.
d—Riley Ewing, Honolulu, T. H.
d—F. E. Armstrong, Honolulu, T. H.

IDAHO
d—William Kerr, Boise
d—Stanley S. Richardson, Boise
d—E. L. Lovell, Pocatello
d—H. A. Winner, Moscow
d—Dwight L. Kladschky, Moscow

ILLINOIS
d—Ernest J. Simon, Springfield
d—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—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
sms—Melvin Henderson, Urbana
sms—H. J. Rucker, Urbana
sms—W. H. Witt, Urbana

INDIANA
d—Deane E. Walker, Indianapolis
d—H. B. Taylor, Indianapolis
d—B. C. Lawson, Lafayette
d—Ralph Bentley, Lafayette
d—K. W. Kiltz, Lafayette
d—H. W. Leonard, Lafayette
d—E. E. Clinin, Lafayette

IOWA
d—H. T. Hall, Des Moines
d—M. Z. Hondren, Des Moines
d—G. F. Barton, Des Moines
d—Barton Morgan, Ames
d—John B. McClelland, Ames
d—Roy A. Olney, Ithaca
d—R. E. Hoskins, Ithaca
d—T. E. Sexauer, Ames

KANSAS
d—C. M. Miller, Topeka
d—L. B. Pollom, Topeka
d—A. P. Davidson, Manhattan
d—L. F. Hall, Manhattan
d—Loren Whippis, Manhattan

KENTUCKY
d—Watson Armstrong, Frankfort
d—E. P. Hilton, Frankfort
d—B. G. Moore, Frankfort
d—S. S. Wilson, Frankfort
d—Floyd Cox, Lexington
d—W. C. Montgomery, Frankfort
d—Cassie Hammonds, Lexington
d—W. L. Tabb, Lexington
d—Stanley Wall, Lexington
d—P. J. Manly, Frankfort

LOUISIANA
d—J. R. Gamble, Baton Rouge
d—W. J. Parent, Baton Rouge
d—I. N. Carpenter, Baton Rouge
d—C. P. McVea, Baton Rouge
d—Gordon Canterbury, Baton Rouge
d—Roy L. Davenport, Baton Rouge
d—J. C. Floyd, Baton Rouge
d—M. C. Garr, Baton Rouge
d—Harry Braud, Baton Rouge
d—Delmar Walker, Baton Rouge
d—Curtis Jacobs, Baton Rouge
d—A. Larriviere, Lafayette
d—A. LeBlanc, Lafayette
d—M. J. Clark, Scottlandville
d—C. H. Chapman, Scottlandville
d—E. C. Wright, Scottlandville

MAINE
d—Morris P. Cates, Augusta
d—John A. Snell, Augusta
d—Wallace H. Elliott, Orono

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

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

MICHIGAN
d—Ralph C. Wenrich, Lansing
d—Harry E. Newman, Lansing
d—Luke H. Kelley, Lansing
d—Raymond M. Clark, Lansing
d—E. A. Lightfoot, Lansing
d—H. M. Byram, East Lansing
d—H. Paul Sweany, East Lansing
d—Guy Timmons, East Lansing
d—Raymond Garner, East Lansing

MINNESOTA
d—Harry C. Schmidt, St. Paul
d—G. R. Cochran, St. Paul
d—W. J. Kortzesmaki, St. Paul
d—M. J. Peterson, St. Paul
d—H. W. Kitts, St. Paul

MISSOURI
d—Tracy Dale, Jefferson City
d—C. M. Humphrey, Jefferson City
d—J. A. Bailey, Jefferson City
d—Joe Moore, Mt. Vernon
d—G. F. Ekstrom, Columbia
d—C. V. Roderick, Columbia
d—Joe Duck, Columbia

as—R. D. Anderson, Columbia
as—W. E. Gore, Columbia
as—W. M. Mahony, Honea Path
as—V. P. Winstead, Morton
as—T. V. Majuro, Utica
as—A. E. Strain, Long Beach
t—J. F. Martin, State College
t—O. L. Snowden, State College
t—J. E. Bond, State College
t—D. W. Skelton, State College
sms—A. E. Strain, State College
nt—A. D. Fobbs, Alcorn
nt—A. G. Gordon, Alcorn

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

NEBRASKA
d—G. F. Liebenborfer, Lincoln
d—L. D. Clements, Lincoln
as—P. W. Deems, Lincoln
d—C. E. Rhoad, Lincoln
t—C. C. Minteer, Lincoln
fms—M. G. McCreight, Lincoln

NEVADA
d—Donald C. Cameron, Carson City
d—John W. Buntun, Carson City

NEW HAMPSHIRE
d—Walter M. May, Concord
d—Earl H. Little, Concord
t—Philip S. Barton, Durham

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

NEW MEXICO
d—L. C. Dalton, State College
t—Carl G. Howard, State College

NEW YORK
d—A. K. Gotman, Albany
d—R. C. S. Sutliff, Albany (acting)
as—W. J. Weaver, Albany
as—J. W. Hatch, Buffalo
as—A. E. Champlin, Alfred
d—Roy A. Olney, Ithaca
d—R. E. Hoskins, Ithaca
d—W. A. Smith, Ithaca
d—W. R. Kunsia, Ithaca

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

NORTH DAKOTA
d—E. F. Riley, Wahpeton
d—Ernest L. DeAlton, Fargo
d—Shubel D. Owen, Fargo
d—Winston H. Dolve, Fargo

OHIO
d—J. R. Strobel, Columbus
d—Ralph A. Howard, Columbus
as—W. G. Weller, Columbus
d—E. O. Deleuder, Columbus
d—F. J. Ruble, Columbus
d—D. R. Purkey, Columbus
d—Ralph E. Bender, Columbus
d—W. F. Stewart, Columbus
d—Harold G. Kenestrick, Columbus
d—R. J. Woodin, Columbus
d—Ray Fife, Columbus

OKLAHOMA
d—J. B. Parkey, Stillwater
as—W. R. Felton, Stillwater
d—Byrle Killian, Stillwater
d—Hugh D. Jones, Stillwater
d—Cleo A. Collins, Stillwater
d—Benton F. Thomason, Stillwater
d—Tom Daniel, Stillwater
d—C. L. Angerer, Stillwater
d—Don M. Orr, Stillwater
d—Chris White, Stillwater
d—Robert R. Price, Stillwater
d—C. E. Kinney, Stillwater
d—R. W. Watson, Langston

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

PENNSYLVANIA
d—Paul L. Cressman, Harrisburg
as—H. C. Fetterolf, Harrisburg
as—V. 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
t—Glenn Z. Stevens, State College

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

RHODE ISLAND
d—Everett L. Austin, Providence

as—R. D. Anderson, Columbia
as—W. E. Gore, Columbia
as—W. M. Mahony, Honea Path
as—V. P. Winstead, Morton
as—T. V. Majuro, Utica
as—A. E. Strain, Long Beach
t—J. F. Martin, State College
t—O. L. Snowden, State College
t—J. E. Bond, State College
t—D. W. Skelton, State College
sms—A. E. Strain, State College
nt—A. D. Fobbs, Alcorn
nt—A. G. Gordon, Alcorn

SOUTH DAKOTA
d—H. S. Freeman, Pierre
d—H. E. Urton, Pierre
t—Stanley Sundet, Brookings

TENNESSEE
d—G. E. Freeman, Nashville
as—J. W. Brimm, Nashville
as—J. W. Carney, Nashville
d—S. L. Sparks, Nashville
d—H. N. Parks, Gallatin
d—L. A. Carpenter, Knoxville
d—T. J. Hendrickson, Gallatin
d—H. C. Colvett, Jackson
t—N. E. Fitzgerald, Knoxville
t—B. S. Wilson, Knoxville
t—R. W. Beamor, Knoxville
t—M. M. Clendenen, Knoxville
sms—A. J. Paulus, Knoxville
t—E. B. Knight, Knoxville
nt—W. A. Flowers, Nashville

TEXAS
d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
as—R. Lano Barrou, Austin
as—George H. Hurt, Austin
d—O. T. Ryan, Lubbock
d—Vannoy Stewart, Commerce
d—C. D. Parkor, Kingsville
d—A. B. Childers, Mart
d—O. M. Holt, College Station
d—W. E. Williams, Alpine
d—R. C. Payne, Stephenville
d—L. I. Samuel, Arlington
d—J. A. Marshall, Nacogdoches
d—T. R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—W. W. Mottroy, College Station
sms—W. A. Sherrill, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—T. L. Leach, Lubbock
t—S. W. Burks, Kingsville
t—E. V. Walker, College Station
t—G. H. Morrison, Huntsville
t—F. B. Wines, Kingsville
t—L. M. Hargrave, Lubbock
t—Feral M. Robinson, Huntsville
t—Ray Epps, 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 J. Jones, Caldwell
nt—Wardell Thompson, Prairie View
nt—Paul Rutledge, Palestine

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

VERMONT
d—John E. Nelson, Montpelier
d—C. D. Watson, Burlington
as—H. R. Cushman, Burlington
t—James E. Woodhull, Burlington

VIRGINIA
d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
as—T. V. Downing, (Forestry), Ivor
d—W. R. Emmons, Boykins
d—J. O. Hoge, Blacksburg
d—W. R. Lege, Winchester
d—J. C. Green, Powhatan
d—W. C. Dudley, Appomattox
d—C. A. Hardy, Pulaski
d—C. B. Jetter, Martinsville
t—H. W. Sanders, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McLaren, Blacksburg
t—B. C. Bass, Blacksburg
fms—T. J. Wakeman, Blacksburg
nt—Robert R. Price, Petersburg
nt—A. J. Miller, Petersburg
nt—R. W. Watson, Petersburg

WASHINGTON
d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olson, Olympia
as—J. W. Evans, Olympia
as—J. M. Webb, Pullman
as—E. M. Webb, Pullman
as—Oscar Lorenz, Pullman
fms—Dave Hartzog, Pullman

WEST VIRGINIA
d—John M. Lowe, Charleston
s—H. N. Hansacker, Charleston
as—S. D. McMillen, Charleston
d—W. Parsons, Morgantown
t—R. C. Butler, Morgantown
nt—W. T. Johnson, Institute

WISCONSIN
d—C. L. Greiber, Madison
s—Louis M. Sastman, Madison
t—J. A. James, Madison
t—D. C. Aebischer, Madison
t—Clarence Bonaack, Madison
t—V. E. Nylin, Platteville
t—J. M. May, River Falls

WYOMING
d—Sam Hitchcock, Cheyenne
t—Peroy Kirk, Cheyenne
t—Jack Rich, Laramie