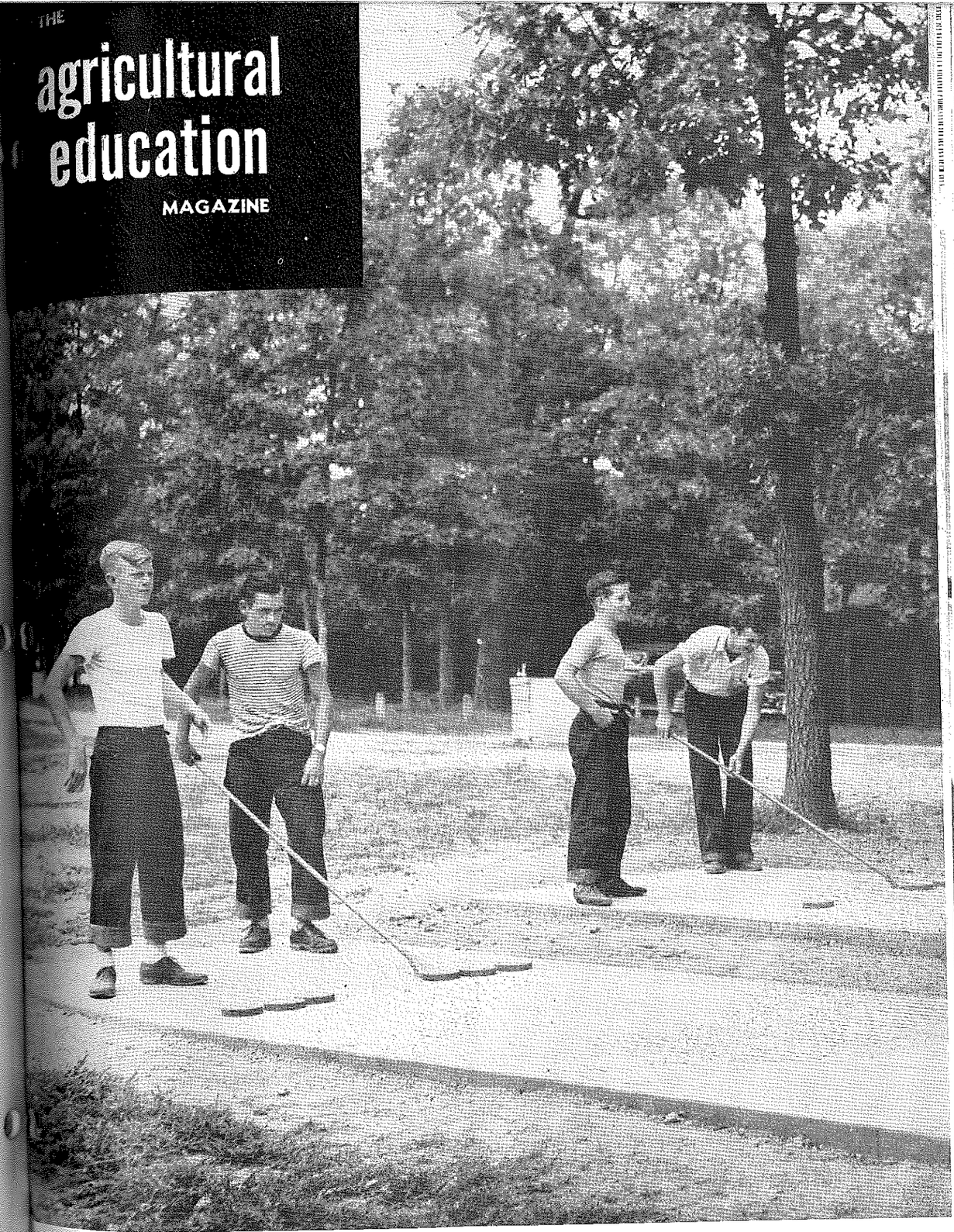
THE

agricultural education

MAGAZINE



Recreation is a feature of F.F.A. camping programs. Scene by Kenneth Russell at Missouri camp on the Lake of the Ozarks.

JUNE, 1949
VOLUME 21
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The Agricultural Education Magazine

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

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THE INTERSTATE DANVILLE, ILL.

CONTENTS

Editorial Comment

Copy for our magazine

THE pages immediately following carry suggestions pertaining to publicity in the program of vocational agriculture. The accompanying statement makes some applications of these suggestions in terms of *The Agricultural Education Magazine*.

May we remind ourselves that the magazine depends solely upon subscriptions for financial support and that no payment is made for contributions. Furthermore, the circulation is somewhat limited, being restricted for the most part to workers in the federally-aided program of vocational agriculture. Even so the magazine has been published without interruption since it was started in 1929, is solvent, and has twice been extended in size.

No doubt most of us as subscribers agree that there is a place for a professional publication dealing directly with the program of vocational agriculture and that manuscripts cleared through the publication complement the services of other professional and technical journals.

At times some difficulties have been experienced in obtaining a sufficient amount of suitable copy for the different issues. As teachers, supervisors and persons engaged in teacher education we are interested in exchanging ideas and experiences. The sources of potential copy are most extensive and if all the promised contributions were to materialize the editorial staff would have a large amount of copy from which to make selections for publication.

Suggestions Regarding Contributions

A lapse of two months occurs between the time the preliminary copy for a given issue of the magazine is submitted to the printer and the date when the number reaches the subscriber. It is advisable therefore to anticipate the month when a contribution will be timely, and needless to say the problems of the editorial staff would be relieved if all the solicited articles were submitted on the requested dates.

Most of us have had no course work or significant experience in journalism, yet the observance of a few simple pointers in the preparation of copy would simplify the work of the editors. For example, copy should be double or triple spaced on good stock with considerable space left at the top of the first page and with margins left at the sides and bottom of all pages. The addition of a suggestive title is relatively unimportant since changes may be necessary to conform with the makeup of the magazine and with plans for the current issue.

The obtaining of clear prints for cuts is quite a problem with a magazine which does not pay for contributions. Pictures which add to the story are desired, however, when they can be had. At present only black and white pictures are being used, and the conversion of Kodachrome prints is somewhat expensive and not entirely satisfactory. All prints should be identified as to sourse and suggested cutlines should be attached by the use of clips or tape.

Frequently duplicate copies of articles and of pictures are sent to two or more publications simultaneously. This practice is not to be encouraged. From the standpoint of the writer, contributions pertaining to different subjects should be more useful to him and to his program. If an activity is deserving of more publicity than can be had through one outlet it would seem advisable to prepare different articles on the general subject. Readers are not interested in reading the same article in different publications, and certainly an editor would prefer not to use contributions which are scheduled to appear in another publication involving similar clientele.

The state legislature in West Virginia has authorized the establishment of a permanent state camp and conference center for Future Farmers of America and Future Homemakers of America. The legislation was enacted during National F.F.A. Week in February, 1949.

Reminiscences of an editor

YOUR retiring editor begs the privilege of reminiscing a bit regarding his activities in helping organize copy for your magazine during the past three years. Three points come to mind in the rush of meeting the last deadline.

The first consideration has to do with the mechanics of handling copy. The reading of manuscripts and the editing of proof, to say nothing of preparing pastcups, necessitates the acquiring of some new skills which should be helpful to anyone engaged in agricultural education. Assuredly such activities are time consuming and in the absence of a managing editor distract from the planning and writing responsibilities with which an editor should be concerned.

Secondly, the job provides opportunities to become rather intimately acquainted with developments in the program of vocational agriculture. The editorial staff attempts to locate possible sources of contributions involving activities which are being conducted successfully and new developments as sources of potential contributions. Furthermore the reading of manuscripts, even though it be from an editorial standpoint, tends to keep the reader informed as to current situations in various sections of the country.

Finally, the editorial experience provides new acquaintances. True, many of the new friends have been met only through the printed page. Nevertheless they are real. The pictures of the contributors and of their activities, the program which they sponsor, and their style of writing makes impressions which are lasting and which cannot be obtained otherwise.

Appreciations

A CHECK upon the sources of articles used in the magazine during the past year shows that contributions were received from nearly all of the states and from Hawaii and Puerto Rico. The authors of the articles were rather evenly distributed among teachers, supervisors and teacher trainers. Several contributions were prepared by representatives of the U. S. Office of Education. The staff is most appreciative of these many contributions.

As his final notation the retiring editor desires to express thanks to the staff of special editors for their helpful suggestions and for their assistance in obtaining copy. These men receive no compensation for their services and can justify the time devoted to the affairs of the magazine only on the basis of a professional obligation in which they have a common interest. —G. F. Ekstrom, University of Missouri

SUBSCRIPTIONS TO THE MAGAZINE
BY AREAS AS OF JANUARY 1, 1949

Region	Number of Teacher*	Subscriptions	Percent Ratio
Total	8514	9274	109
Regions			
North Atlantic	946	1004	106
North Central	2503	3192	128
Southern	4095	4123	101
Western	813	750	92
Territorial and Insular	157	170	108
Foreign		35	

*Unofficial Data Furnished by The U. S. Office of Education.

Publicity

Preparing copy for publication

S. L. SPARKS, District Supervisor, Nashville, Tennessee

TO TELL in one brief article "how to prepare copy for publication" would be as impossible as to cover the subject "how to teach agriculture" in the same space. Writing, like teaching, is a profession. Success in either requires specialized training and considerable experience. Neither profession can be mastered in "three easy lessons."

Very few teachers of vocational agriculture, F.F.A. reporters, or other professional persons outside the field of journalism could write a news article that would be printable in a large daily newspaper without considerable editing, or more often, rewriting by the newspaper staff. This is no reflection on teachers of vocational agriculture for neither could the newspaper man teach the class in vocational agriculture successfully. Therefore, you should not be too much concerned in your public relations job with the actual writing of the article for publication. For although you are a teacher you are not a writer by profession. According to leading newspaper editors (contrary to general belief) English teachers do not make the best newspaper correspondents. This is because a news story aims chiefly to inform. Its principal purpose is to tell the reader what happened in the briefest, clearest, most interesting and accurate manner possible, without superfluous words or the writer's opinion. The elements of description and suspense are seldom used, as is characteristic in themes and short stories.

Sources of Copy

This does not mean that every local school board should hire a public-relations man. The largest per cent of all publicity concerning vocational agriculture and the F.F.A. may be credited to teachers of vocational agriculture. The copy that appears in print is the pay off, and vocational teachers are responsible for over 90 per cent of all printed copy concerning vocational agriculture and the F.F.A.

Considering that vo-ag teachers are not trained journalists, and that the amount of copy appearing in print is the principal factor, it seems that the main thing is to determine the best method of getting the maximum amount of copy concerning vocational agriculture printed.

A portion of the Smith-Hughes law states that it is "an act to provide for the promotion of vocational education," This being a part of the act, it would seem foolish for a teacher of vocational agriculture to think he did not have any time to devote to public relations.

Public relations goes far beyond preparing newspaper articles; in fact if a teacher does a good job of public relations, he will have very few articles to actually write himself, but he will furnish information to personnel that is trained to do the job.

The first job of the agriculture teacher in building up a successful public relations program is to make personal contact and establish friendship with those who are responsible for getting news material in print. These people should be well informed concerning the F.F.A. and vocational agriculture, but a considerable share of the teacher's time will be spent with this personnel concerning news and other items which may not concern vocational agriculture. This is necessary if one expects to have a close working relationship with any person.

There are many mediums in which to place public relations material, but only the weekly newspaper, daily newspaper and farm magazines will be discussed here, as these three mediums will reach more people who do not know too much concerning vocational agriculture and the F.F.A., and these are the people who need to be informed concerning our program.

Weekly Newspaper

The weekly newspaper differs from the daily paper in physical appearance, make-up of its staff and content. These points should be kept in mind as the type of stories for each must be presented to conform with the style of the paper.

The editor of the weekly newspaper is generally a one-man newspaper staff. He has the final word on what shall be printed in his paper. It is his business to know the type of news the people in his community want to read. It is important that the teacher and F.F.A. reporter know him well. He should be invited to all F.F.A. and vocational agriculture activities. Certainly the F.F.A. adviser and reporter should keep him informed concerning all activities and sell him on the F.F.A. and the program of vocational agriculture.

Many weekly editors prefer to write the stories themselves to conform with the style of their paper. In such a case, a telephone call or a visit to the editor's office is all that is necessary to report your story, provided you have all the facts.

Since the weekly newspaper's field is local news, it publishes in detail community happenings. The importance of names of people cannot be over emphasized. Stories for his paper should contain as much local color as possible. All local F.F.A. chapter activities can easily fall into this field.

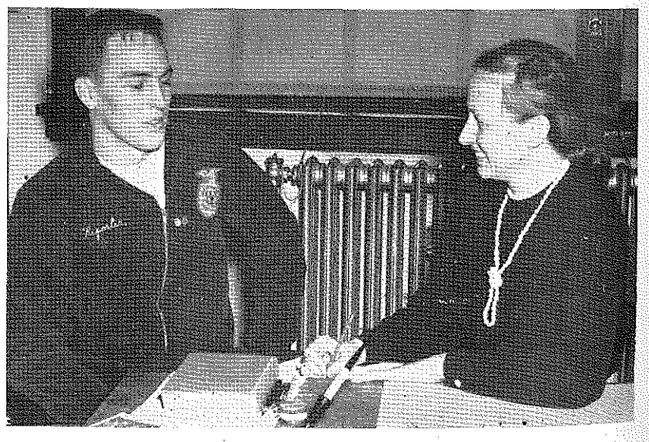
Although the editor of the weekly newspaper has considerable time to prepare each edition, it is very important that your story reach him early. Most weekly papers are published the latter part of the week, yet your story is more likely to be published if the type is set early in the week.

Pictures to illustrate your story are always an asset, but most weekly papers do not have an engraving plant, and often their budget is not sufficient to hire the work done. When a picture is sent to a daily paper, always request that a matrix be sent your weekly editor if the picture is published. Most daily papers will extend this courtesy.

If the teacher of vocational agriculture will work closely with the editors of the weekly newspapers covering his community, learn their policies, economics and needs, it will pay dividends in increased amount of copy published about vocational agriculture and the F.F.A.

Daily Newspaper

Another important medium in which to place public relation material is the daily newspaper. In this case you will deal with one or more of four types of reporters. One is a full time person who heads up a news bureau for the daily paper serving the community. Another is a correspondent in the community who is paid for the amount of copy he gets published. Some dailies have special farm editors who cover all farm news. In absence of these sources the news is reported direct to the state news editor of the paper, who edits all the news outside the city area.



T. J. Farley, Cookeville, Tennessee, F.F.A. reporter, reports a story to Miss Mary Barbour, correspondent for a Tennessee daily paper. He is sure of getting his story in print as the correspondent has direct contact with the paper.

Governor Gordon Browning (center) is shown here signing a proclamation designating May 1-7 as State Future Farmers of America and Future Homemakers of America Week. Looking on while the Chief Executive affixes his signature are (left to right) G. E. Freeman, state director of vocational education; Billy Flatt of Trimble, state F.F.A president; Janice Miles of Dresden, state F.H.A. president; and J. M. Smith, state commissioner of education.

Most all news pertaining to vocational agriculture appearing in daily newspapers comes about as a result of using the proper channels. It is important to find out the person that handles news for the daily papers serving the community and acquaint them with the program of vocational agriculture and the F.F.A.

Do not underestimate the correspondent as to his importance in your public relations program. He may not have the professional qualifications of a full time reporter, but he has direct contact with the daily paper he represents. He is also likely to file more copy for you as he is paid on the amount of his copy that is published. Also, he is more likely to get your story in print as the state news editor of the daily paper is anxious to use as much of his copy as possible so that he will always be on hand to cover any important news that might occur in his area. When a correspondent files a story, it eliminates the editor having to check on the source of information which may mean the difference of the story being printed or going to the waste basket.

The daily newspaper differs from the weekly in that it covers a larger area and that the time element is much more important. These points must be considered by the teacher of vocational agriculture if he is to get his story in print. It is very important to report each event as soon as it happens. It must be in the first edition of the paper that is published after it happens or it is no longer news. The correspondent can give you his deadline and also the type of news desired for his paper.

In case the daily newspaper has a special farm editor, he should be contacted and a program worked out with him for handling your news.

Farm Magazines

The third medium for the public relations program in vocational agriculture is the farm magazines. Editors of the magazines covering the community should be contacted. Each magazine will want particular types of stories. If the agriculture teacher will follow the suggestions of the editor, he will most likely have much of his copy accepted.

It is important to become acquainted with as many newspaper men serving your area as possible, keeping in mind that you are a source of information for them. Often times this information may not concern vocational agriculture, but a well planned, continuous public relations program will pay dividends to your department of vocational agriculture.

Nu Chapter, Alpha Tau Alpha, located at the University of Missouri, provides an annual scholarship for an entering freshman in the college of agriculture. The award is based on the needs of the student, his experience in agriculture, and his demonstrated ability as a prospective college student.

Andy Reed, editor of the Carthage Courier, (left) receives an honorary F.F.A. degree from the Carthage chapter for services rendered to the chapter.

Giving your F. F. A. chapter more publicity

EDWARD O. EATON, Adviser
Newbury, Vermont

The matter of letting the public become better acquainted with the Future Farmers of America still seems to be one we have done too little with as yet. Frequently instances arise whereby one wonders if we are making progress.

As most chapters do, we display a large F.F.A. banner in our agriculture department. I find that some visitors get curious when they see this banner and want to know what it stands for. Last summer, I was visiting with a prospective teacher regarding our work and the subject of F.F.A. was mentioned. This prospective teacher said, "What does F.F.A. mean "The Federal Farmers Administration?" The information on the banner told the story.

I believe one of the best ways we have given our local F.F.A. publicity during the past fall and winter has been to acquaint our local farmers with its activities. First, the parents of the chapter members have become better informed through personal visits for this purpose; then through our evening school class of thirty adult farmers, we have had an excellent coverage of our activities.

The second meeting of our evening school group was followed by the F.F.A. film, "That Inspiring Task." The reaction to this film was excellent and the farmers present gained additional knowledge of the F.F.A. that evening.

It is realized that a chapter becomes known by its activities and, of course, if there is little activity, little is known about the F.F.A. When local people understand how important the F.F.A. organization is, and what an important part of our program it is, then they want it to be active and they want to hear about it.

It is easier to go ahead with different projects on the part of the chapter members if they are somewhat assured of success due to local support. One thing the Newberry chapter is doing at present is to send out a form letter to one hundred chosen people announcing a seed program sponsored by the chapter. The F.F.A. has given itself some publicity in this manner and has found this type of advertising valuable. In turn we hope to make many personal visits as follow-ups to these letters.

I would like to mention again, that if school administrators and townspeople became well informed as to the importance of our F.F.A. organization, then it is easy to have activities which give us the first-class publicity we should want.

The F.F.A. chapter at Belle Glade, Florida, has purchased five registered beef heifers and 10 Brahman steers. In addition to the chapter beef raising project, several individual members have purchased heifers and bulls. Plans are being made to exhibit a number of the animals at a beef cattle show to be held at the Belle Glade Experimental Station.

Publicity through pictures

KENNETH L. RUSSELL, Graduate Assistant,
University of Missouri

TEN TO ONE you looked at the pictures on this page before reading further than the headline. Next you read the cutline under the pictures and finally, if sufficiently interested, you are reading these words.

Watch your students browse through a book or a magazine. Just as a cow browses by selecting the tasty blades of grass, boys, and you too, browse by selecting reading material which is profusely illustrated with good pictures. Good grass is expensive to grow because of the extra expense for fertilizer. Good educational and publicity materials are expensive to reproduce because of the picture expense. But just as good grass is the cheapest in terms of production, so are well illustrated articles and books the cheapest in terms of educational and publicity results.

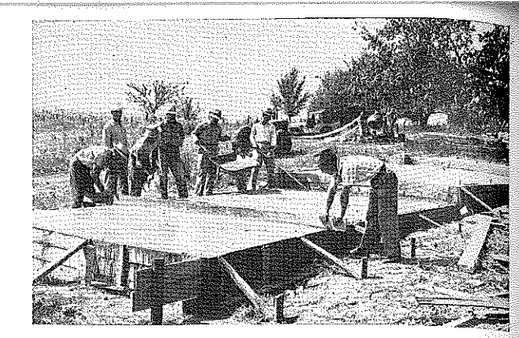
Publicity and education are so closely interwoven we cannot separate the two. A picture of a group of freshmen boys culling poultry will not only promote your department of vocational agriculture but will interest others in culling their poultry flocks.

Good picture making has become a relatively simple thing. A good camera, a tripod, good film, and the ability to follow directions is about all that is necessary. Most any camera shop can provide excellent books and pamphlets on how to make good pictures. Development of your own films and prints is a most facinating hobby for you and your F.F.A. members but quite unnecessary. Many commercial shops do an excellent job of developing, printing, and enlarging.

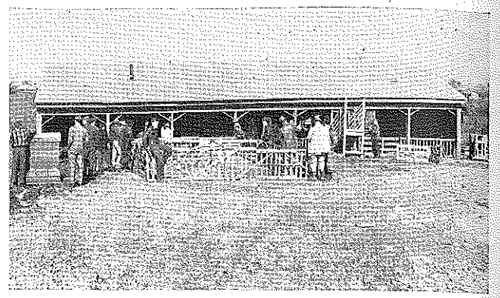
Pictures taken by you and the F.F.A. members are quite satisfactory for most purposes. Satisfactory pictures for newspapers and magazine reproduction, however, can seldom be made with a small camera. This is the job for the specialist, or for the teacher or student who has developed his camera hobby further than most of us. If you have a good story to sell, or a good publicity article for the local or district paper, the professional picture taken with a large camera is almost a necessity. If you need only a few pictures of this type during the year it is cheaper to hire the job done than to attempt to own the equipment yourself. If you must hire your newspaper pictures made, write your story first, and then consult your editor and find out what kind of picture he desires to illustrate your story. Sometimes he will pay for making the picture or will send his own photographer. Remember that he will want pictures of boys and parents doing something of interest in the community. Local news is based upon what happens to the people of the community.

Magazine articles, however, may be sold as much on the pictures as on the content of the article. It is usually wise to submit pictures along with the articles. If the editor likes your pictures and the idea of the article, he may suggest a rewrite if the material is not quite up to his standards.

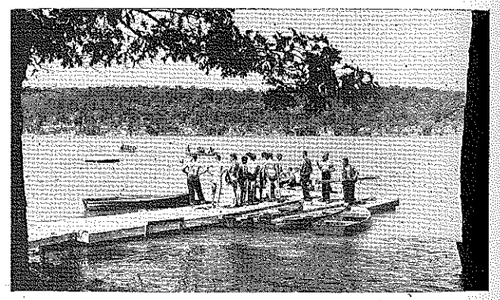
Much of the publicity and education to be derived through pictures, however, does not involve the reproduction of prints. The F.F.A. scrapbook for instance is a most worthwhile F.F.A. activity. A good scrap book developed by the members will promote the department in many ways.



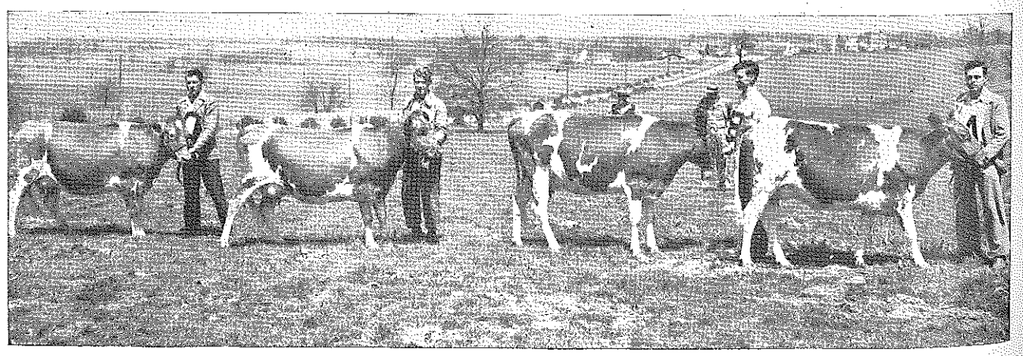
Group of on-farm training class at Marshall, Missouri, obtaining participating experiences in laying foundation for granary. Pictures of this sort are useful to the local press and to outside publications.



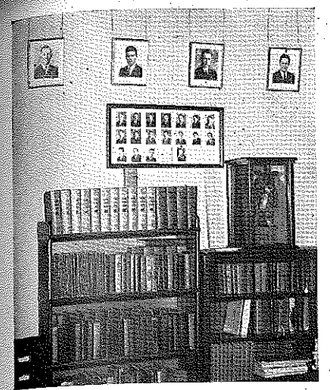
Members of the Troy, Missouri, F.F.A. chapter waiting for another group of hogs to be graded preparatory to an auction of bred Duroc gilts at their sales barn on the school grounds. The picture would have been more significant had some of the animals been included.



This type of photograph not only "sells" boys on attending the F.F.A. camp at Kaiser, Missouri, but also impresses the parents that safety first is enforced at the camp.



Pictures of livestock used in judging can be drawn upon both for publicity and as a basis for class instruction.



Photographs of American Farmers and local chapter presidents constantly remind students in the Marshall Missouri F.F.A. that "There are rare and more precious laurels to be won in our organization."

It will be the most "looked at" book in the library. (By all means make it as near book-size as possible and not one of those unwieldy things that requires a special cabinet for storage). Boys will get ideas for projects and activities from the pictures of former students and their farming programs. It will furnish a history of your chapter and a source of encouragement for better project work. The book may be used to help sell the program to parents and prospective students.

Your very best type of educational pictures involves the use of colored slides. This recent development has made it possible for the agriculture teacher to prepare excellent illustrative materials for use not only for education and publicity but also as a means of teaching better farming methods. Illustrated talks before the local chamber of commerce or Lion's club will be greeted with enthusiasm if you own a collection of good colored slides depicting local F.F.A. events. Of even more interest to the club is a program sponsored by the F.F.A. members themselves with the use of the slides as background material. If you want your own stock to rise in the community, let the F.F.A. members do the talking.

A set of slides based upon local situations and people can be developed on nearly any enterprise you teach. Not only are they excellent for teaching boys in the class room, but they add interest and information to the adult school program. Watch your adult members "pick up their ears" when you start telling about good dairy practices on the Jim Jones farm and at the same time flash a colored slide of Jim and his cows on the screen. Nothing adds more interest than pictures of local events and people.

Colored slides seem expensive, principally because you buy more for your money when you purchase the roll of film. The original price includes developing and mounting in frames ready for projection. If you will figure the cost of prints of the ordinary variety you will find they cost nearly as much per copy. About the only disadvantage of color is the fact that prints cannot be made locally for the F.F.A. scrapbook.

Many departments frame pictures of local events and people for the class room or F.F.A. chapter room. These add more to the attractiveness of the room than do fancy colored pictures of no particular local interest. Some chapters have complete picture histories of their past presidents, State Farmers, and American Farmers. Many a boy received his first inspiration to become a State Farmer and later an American Farmer because of the desire to have "my picture up there too."

Publicity by radio

L. M. SASMAN, State Supervisor,
Wisconsin

L. M. Sasman

THE first F.F.A. radio program in Wisconsin, given as the beginning of a series to be conducted over the state station WHA by representatives of the state association and local F. F. A. chapters, was given in June, 1933.

This series has continued almost without interruption although the time allowed and the nature of the program have varied. At the beginning, it was a weekly 15 minute program.

Taking part in the first program was the state F.F.A. president, Arley Heinze, now instructor in agriculture at Ferndale, California and other members of the Portage chapter with F. T. Price, instructor in agriculture at Portage, and Louis M. Sasman, state adviser.

The program was a discussion of plans for participation by Wisconsin in the Jefferson Memorial Celebration at Monticello. Most of our radio programs since that time have been discussions of either chapter, state association, or national organization activities. Occasionally chapters have used open and closing ceremonies.

The state program, which now is broadcast by the state stations WHA and WLBL and recorded and rebroadcast by several other stations, consists of Vocational Agriculture News and Views, a 7 minute program given every two weeks by the state supervisor. Until recently, we called this program the F.F.A. Bulletin Board of the Air. This program is, however, but a small part of the radio activities of vocational agriculture in Wisconsin.

A weekly ten to twelve minute program has been given regularly for about the past five years over WIBA, a local station at Madison. Similar programs are now being conducted at Rice Lake, Eau Claire, Shawano, Appleton, Antigo, and in other centers. In the case of the Madison broadcasts arrangements and schedules have been made by the state office but in all the other centers arrangements have been made directly by groups of instructors with the stations.

We also have a weekly broadcast over the state station WLBL with Quincy Doudna, head of the Rural Department at the State Teachers College at Stevens Point, acting as a coordinator on purely a voluntary basis. This year departments of rural vocational homemaking are also participating in that program.

News and views of vocational agriculture should, in our opinion, make up the F.F.A. radio programs. Activities of F.F.A. members may at times serve as a guide to worthwhile farming practices or community activities to be practiced by others. But the primary purpose of an F.F.A. radio program, we think, should be to let the public know what students of vocational agricultural do, and to some extent what students and leaders have to say about education in agriculture.

A "Vocational School of the Air," has been conducted in Wisconsin during the winter and spring over the state FM stations. This feature pictures the possibility of radio being used directly in some phases of vocational instruction rather than for information about it. The development of FM radio and television might produce revolutionary developments along this line in the years to come.

This picture of the Neosho, Missouri, F.F.A. chapter broadcasting over Station KDMO, Carthage, during National F.F.A. Week is typical of similar activities by chapters throughout the United States.

Professional

S. S. SUTHERLAND — B. C. LAWSON

Educational mission in Korea

ROBERT A. MANIRE, State Supervisor, Austin, Texas

Robert A. Manire

DID you ever stop to think what you would do if you were suddenly dropped down in a country where you had little or no knowledge of the manners and customs, limited information relative to the type of agriculture practiced, practically no conception of how primitive the agricultural practices can be in certain remote areas of the world and with a language handicap? To be expected to do something for the inhabitants of the country in education and agriculture and do it in ninety days—such was my mission when I flew into Seoul, Korea, on the 11th day of September, 1948.

I found a mountainous, heavily populated country, with seventy per cent of the land not arable. This leaves a limited area for strictly agricultural purposes. The usual size of a farm in Korea is about two and one-half acres to an average family of at least five people. One-third of Korea's agricultural lands are rice paddies, chopped into the mountain sides forming great steps and extending down into the rather fertile valleys. Many of these rice paddies are too small to be cultivated with anything but hand tools. Only a portion of this land is under controlled irrigation. Irrigated rice produces about one-third more than rice grown by depending on the usual rainfall being trapped in the paddies.

Aside from rice which is the staple food of the Orient, grains such as millet and barley are grown in the dry fields as are fruits, vegetables, melons, grapes and other eatables. Orchards, however, were allowed to deteriorate materially during the duration of the war and in fact the Japanese ordered many of them cut out to make more room for essential crops. In addition, the lack of fertilizer, insecticides and fungicides has resulted in many weak and diseased trees. Apples are the most extensively cultivated fruit, with some pears, peaches and plums being grown. I saw many apples being produced by being tied up in a paper sack to protect the fruit, but paper, like everything else, was scarce and expensive and often not to be had at any price.

Primitive Implements

Korean farm implements are primitive and simple in construction. A plow is made of wood except the steel or iron point and mold board. The farmer plows his rice paddy and after plowing, a wooden pegged harrow or just a board pulled by a bull is used to smooth his land. A short handled hoe with a steel blade is used for weeding and cultivation. All rice is hand set in the paddies and is done very meticulously as each plant is put in its exact spot and others are transplanted to keep a perfect stand as land is so precious that none can be wasted. All rice harvesting is done by an L-shaped blade and the harvested grain is carried out (sometimes miles) to the village where it is threshed by hand. The hull is removed by a mortar-like device. I have seen the Korean farmer harvesting his rice half knee deep in water where a thin skim of ice has formed during the night.

For motive power the farmer uses a draft bull if he is fortunate to own one. A draft bull sells for from 90,000 to 110,000 Won or about $200.00 and the farmer who owns a bull is quite well-to-do. To give you a comparative figure on the price of a bull, the Chief Justice of the Supreme Court of Korea receives an annual salary of 90,000 Won, about the price of one bull.

The diet of the average Korean is usually deficient, especially in animal proteins for very little of their food is from animal sources. The average Korean farm family has four hens and one rooster, no source of milk and milk products and little or no meat. The diet consists of cereals, rice, barley and millet, about 379 pounds per person per year; fish, 47 pounds; meat, 6 pounds; milk and milk products, one-third of a pound per person. Therefore, most Koreans are hungry all of the time. They do however supplement their diet by "Kinchi" which is made from Chinese cabbage, dicons, leek, garlic, uncertain aged fish and what have you, prepared very similar to the way we prepare sourkraut. "Kimchi" is eaten at all meals—breakfast, lunch and dinner.

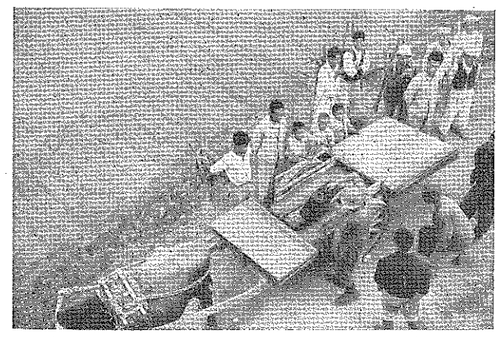
Fibrous plants are produced to some extent in the Korean agricultural economy. Cotton and hemp are perhaps the most important. Rice straw is used almost universally to thatch the roof of the farmer's house, to make ropes, matting for the beds and a poor grade sack to hold agricultural products.

Korean agriculture by comparison with American agriculture is poor. The people are poor and the farming is primitive; however the farming groups which comprise 75 per cent of the people live in small villages nestled back against the mountains and these people are the most stable groups in Korea today. The Korean farmer is, as the result of liberation from the Japanese, having new and highly desirable experiences, and can now purchase his own land. The price is set in keeping with what the major products of the land can be sold for for three years. This, no doubt, will make for a more stable agriculture.

Health Problems Resulting from Increased Population

The Korean population has doubled within the last thirty-five years. As the result of sanitary measures, inoculations and the influence of medical science made available through the American Army, the population will double within the next twenty years. It appears at this time that the only limiting factors will be that of food and sanitary measures and the application of medical science.

One possible source of additional agricultural products would be to make more efficient use of the mountain slopes by increasing the orchards in apples and grapes and the production of livestock. There is considerable grazing available on the mountain slopes but very few livestock to convert the grasses into usable products.



Transfer of load from bull cart to "coolies" to be carried over the mountain pass.

A group of Koreans studying agriculture at the educational mission to Korea, sponsored by the Korean Government and the United States Army. Author is fifth from left on front row.

This young Korean is mourning the death of his father as indicated by his head dress and bamboo cane.

In the more rugged sections timber farming certainly should be practiced, as timber for fuel and lumber is very scarce and extremely high. The Japanese had in operation in Korea before the war a rather efficient reforestation program, but as the result of the impact of the war timber was consumed far in advance of its growth and during the last years of the conflict Korean labor was confiscated and forced to go into the hills in large numbers and to dig trees out by the roots to produce oils and alcohol for the Japanese armies. And since their liberation the reforestation program has not functioned adequately to keep up with the take of timber. The take at this time is at least fifty per cent greater than the recovery. Fuel is scarce and expensive and I have seen the Korean people go into the forest for miles, rake up pine straw, leaves and twigs, cut limbs off of the trees as high as they could reach, and all underbrush even though it is no larger than your finger. This is illegal, of course, but there are few forest policemen and many, many people and severe winters, so they gather the fuel and carry it in on their backs to their homes. Otherwise, they would be cold and would not have any fuel to cook their rice.

Silk, although a valuable Korean product, will no doubt be one of the valuable export products of the future but there is little or no silk for export trade at present.

It is hard for an American to conceive of such little importance being attached to the livestock industry in Korea. It is also hard for an Occidental to understand why the feed for all animals is cooked, especially in a land where fuel is extremely high and scarce.

Changes come slow in the Orient and after all in a land of ancestorial worship, if the ancestors did not use the

(Continued on Page 279)

Student teachers contribute to agricultural departments

BEN BRISTOL, Supervising Teacher, Rocky Ford, Colorado

Ben Bristol

ONE of the most satisfying experiences that can come to a high school teacher of vocational agriculture is the training of student teachers. The supervising teacher has the pleasant experience of working with enthusiastic young men of real ability. In addition to this he observes the way these future teachers contribute to the welfare and growth of his department. They do this in several ways.

They keep the supervising teacher careful of his appearance by the example which they set in neatness of dress. A teacher cannot be careless in this matter with wide awake trainees present.

Student teachers keep the older man alert by the intelligent question they ask. At times these questions may be somewhat embarrassing to the experienced teacher. Such a question as, "How many of your boys have definite long-time supervised farming programs in operation?" does its bit in keeping him awake. Another common query is, "What plans do you have for keeping the boys who graduate active in the F.F.A. "

The regular teacher who is thus alerted will do a better job after the college seniors go back to the college to finish their training. This naturally improves the department in the rural high school.

The student teachers take over a share of the work in the department of vocational agriculture. This leaves the supervising teacher free to develop phases of his program which he may have had to neglect because of a lack of time.

It is true that the trainees must be supervised closely, especially for the first few weeks of their student teaching. This does not keep the supervisor from doing other work at the same time, however. Much work can be done between the times when notes are being taken as regards the student teachers' class work.

The young teachers feel much more relaxed and less self conscious, if they are given the idea that the older teacher is doing such things as catching up on his correspondence, publicity, reports, and department plans while sitting in the back of the room at his desk.

The same thing holds true, in large measure, when the student teachers are conducting classes in the farm shop. It is not a good idea for the regular teacher to seem to notice every little thing the beginner does wrong in conducting his classes. Constructive criticism can be handled better at a later time, when the critic and pupil can sit down together and quitely review the work that has been done in an objective way. At this time both the strong points and criticisms can be brought out more satisfactorily.

If the experienced man remains in the background, except, when an emergency arises, the boys get the idea that the student teacher is actually in charge of the class. The high school students will then go to the student teacher with their problems, and a more desirable situation is brought about. This also enables the younger man to do more effective work and contribute more fully to the development of the department.

Trainees Contribute to Program

Student teacher R. M. Phillips made a worthwhile contribution to the efficiency of the Rocky Ford, Colorado department by training the livestock judging team on Saturdays and in the evenings after school.

A.A. Blase made a definite contribu-

(Continued on Page 285)

Student teacher Donald Bergman (left) grading livestock with the F.F.A. livestock judging team at Rocky Ford, Colorado.

Giving student teachers participating experiences

WALTER T. BJORAKER, Graduate Assistant, University of Minnesota

NOTE: *This is Part II of two articles on methods of training prospective teachers of vocational agriculture. It sets forth some plans for revising and evaluating the program of student teaching. In the April Issue Harry W. Kitts discussed the present program in Minnesota.*

* * * *

Walter T. Bjoraker

EVERY PROGRAM, regardless how great its merits, needs constant revision to keep abreast with the change in needs. This is true of a program of supervised student teaching. In Minnesota there were indications our program needed strengthening in some areas. During the last half of August and the month of September the student trainees from the Agricultural Education Department at the University of Minnesota are in the communities which are cooperating as student teaching centers. During this time, the members of the teacher training staff make supervisory visits to the cooperating schools. While checking the trainees' programs, the writer made a point to ask the supervising teacher, the student trainee, the principal, and the school superintendent a series of questions concerning the program of directed student teaching. The following needs were expressed most frequently:

1. The student teacher should know more fully the type of experience to expect, and should have a more critical approach to the experiences he will have in the community.
2. The supervising teacher would like to know more about the trainee prior to his coming for his supervised teaching experience, especially the degree of his command of the basic farm skills.
3. The trainee should be fully aware of any peculiarities of the community into which he is going.
4. A concise way of reporting the information secured regarding the community.
5. A more simple and accurate means of evaluating the trainee's progress.

Forms Developed

To help meet these expressed needs, a series of five forms were developed. Ideas going into these forms were drawn from the supervising teachers, the student trainees, school administrators, the teacher training staff, and research conducted in other states.

Since a trainee ordinarily does not have a clear concept of his participating experiences during his supervised student teaching, a check list was constructed for the student's personal use. Outlined in this check list were the various phases of teaching vocational agriculture that the teacher will probably experience in the first year of teaching. By properly checking this list, the trainee can see the progress he is making toward becoming a teacher of vocational agriculture. By studying this check list prior to his student teaching, he will have a clearer idea of what he should expect. His profile of experience as shown at the end of the period of directed student teaching will show him what seem to be the areas he needs to emphasize during the remainder of his instruction on the campus.

A condensed version of this check list is given below to demonstrate its construction and use. The major headings included in the form are:

I. Getting Established in the Community
II. Discovering Individual and Community Needs
III. Selection of the Students for Classes in Vocational Agriculture
IV. Teaching High School Classes
V. Teaching Young Farmer Classes
VI. Teaching Adult Farmer Classes
VII. Placement and Follow-up of Students
VIII. Organizing and Maintaining Facilities of the Vocational Agriculture Department
IX. Cooperation With the School Administration
X. Keeping Records and Making Reports
XI. Promotional Work and Public Relations of the Vocational Agriculture Department
XII. Evaluation of the Total Program
XIII. Professional Improvement

Information Concerning The Student Trainee

In order that the period of directed student teaching may be of maximum benefit to the trainee, the supervising teacher should have complete information about the trainee. In the form used to supply this information to the supervising teacher, there are listed a number of basic manipulatory farm skills, from culling chickens to sharpening a saw. Each student indicates his degree of proficiency in these skills. All of these skills are considered essential to successful teaching of vocational agriculture. If the supervising teacher is cognizant of the need for further experience, he can shape the program to give the trainee opportunities in the areas where his weakness is most pronounced. Additional information is presented on occupational experience, social background, financial background, educational background, scholastic achievement, and personal data.

Information Concerning The Training Center

There was a need for some special information about the training center that could be put into the hands of the student trainee prior to his arrival at the school. The student could secure much of the general information about a community from census data and other sources. There is however, a real need for a gauge of the relative progress of the high school student in his supervised farming program. There are nine different types of farming areas in the state, and if a trainee comes from the cut-over farming area of the northeastern part of the state where the gross farm incomes are low, he would have difficulty in judging the progress of a boy on a farm in the corn and hog areas of southwestern Minnesota. This problem is always present because the student teachers come from one type of farming area and very frequently do their directed student teaching in another. To assist the student teacher, a form was devised by which the supervising teacher could estimate the gross farm receipts in his area as compared to the state average.

A Check List For The Student Trainee During His Student Teaching Period

Type of Experience	No Facilities Present	Participation			Over Emphasis
		None Received	Need More	Satisfactory	
I. Getting established in the community					
A. Meeting key personnel					
1. Superintendent and principal					
2. School board members					
3. Faculty members					
4. Agricultural advisory committee					
5. Key farmers					
6. Key businessmen					
7. Radio and press representatives					
8. Extension workers					
9. Other agriculture agencies					
B. Becoming informed on school policy					
Advice of supervising teacher and school administrator					
C. Associate wisely with local organizations					
II. Discovering individual and community needs					
A. Become familiar with the objectives of the agriculture program of work of that department					
Study local program of work					
XIII. Professional Improvement					
1. Attend all professional meetings possible					
2. Discuss problem of self improvement with supervising teachers					
3. Visit two or more other departments of vocational agriculture in the area					
4. Become acquainted with the professional magazines.					
5. Learn the program of the Minnesota Vocational Agriculture Instructors' Association					
6. Study arrangements made by supervising teacher for summer school attendance and work toward advanced degrees.					

Report Form For The Trainee

All student teachers are required to keep a chronological account of their activities while in the training center. In addition to this diary, information is requested concerning the community, the school, and the program of vocational agriculture. Since the assignments are general and the reports subjective, the reports have followed many patterns of organization and some of them have become somewhat lengthy. It is planned that all students will use a three page report form by which they can in a concise and uniform manner, submit information relating to the community, the school with its organization and staff, and the program of vocational agriculture. The report covering the program would include a diagram of the classroom and farm shop, an age-grade tabulation of the agriculture students, the scope of the program, the duties of the instructor, his professional preparation, and the student trainee's evaluation of the program in regard to its completeness, community integration, long-time objectives, course of study, public relations, and supervised farming programs.

Rating Scale For Use by the Supervising Teacher In Rating The Student

A great problem exists in securing an unbiased evaluation of the student trainee. Nearly all devices tend to give a "halo" effect. Supervising teachers often unconsciously overrate a student trainee. This is usually due to a number of reasons, such as a desire to give the student a "break," a liking and admiration for the student, and the dislike to rate a person as average or below average. Through cooperation with people trained in personnel work, and with the supervising teacher as well as members of the teacher training staff, a rating scale has been constructed with each trait rated on its own merits instead of by a comparison with an average.

Directed student teaching should put meaning into past and future study, integrate theory and practice in order to crystallize professional attitudes, and prepare the student for his final year of professional preparation. To fully achieve this, the student trainee, the resident teacher trainer, and training center must each make its contributions. The forms constructed are intended to help to integrate these elements so that the time available to the student trainee at the high school training center will have maximum meaning and benefit to him.

These forms will be used for the first time in 1949, and therefore the author cannot say how effective they are, nor can he say what revisions may become necessary.

SUPERVISED TEACHER'S CONFIDENTIAL EVALUATION OF STUDENT TEACHER DURING PERIOD OF DIRECTED TEACHING EXPERIENCE

Name of trainee_____ Training Center_____

Term_____ Year_____ Supervising Teacher_____

DIRECTIONS: Place a check along the line to indicate the degree the student trainee meets the description given below the line.

I. PERSONAL CHARACTERISTICS			
1. Dress and Grooming	Untidy: careless	Unconcerned: overdressed at times; too informal at other times	Neat: properly dressed for occasion
2. Poise	Ill at ease: lacks self-confidence	Appears at ease in most situations	Confident: fits smoothly into any group
3. Voice	Grating: harsh: squeaky: too loud or too low	Easy to hear: not annoying	Smooth: clear: well modulated
4. English Usage	Makes numerous errors in English	Intelligent use of English	Spoken and written work perfect
5. Self-expression	Can't say what he thinks, uses involved vague sentences	Generally gets idea across with little trouble	Always makes clear concise statements
6. Tact	Ruffles everyone with whom he works	Ordinarily does not offend or disturb anyone	Always says and does the right thing
7. Courtesy	Ill mannered	Practices customary courtesies	Genuinely, habitually polite
8. Energy	Never does anything unless prodded	Does necessary work	Always busy on worthwhile activities
9. Resourcefulness	Has to be shown how to do everything	Is able to work out solutions by himself	Always has a sound new idea to offer
10. Dependability	Needs constant supervision	Follows instructions	Follows instructions to the letter and on time
11. Stability	Unstable: moody with periods of extreme good humor	Cheerful: agreeable, stable	Always the same balanced outlook on life
12. Common Sense	Goes ahead blindly without showing judgment	Shows good judgment about most things	Always does the right thing
II. PROFESSIONAL ABILITIES AND APTITUDES			
1. Ability to lead class discussions	Never brings class along with him	Gets the class to participate towards goal	Students contribute freely and reach goal
2. Ability to supervise study	Doesn't know what to do	Works with students	Skillfully gets every student to work efficiently
3. Ability to use teaching technique in farm visits	Just makes a social visit	Visit made to definite purpose: purpose accomplished	Skillfully directs visitations for maximum achievement
4. Ability to stimulate students	Deadens student initiative	Students seem to work well with him	Arouses in students a fever for accomplishment
5. Agricultural knowledge	Seldom knows answers to questions	Good general knowledge	Always has the right answer
6. Ability to organize material for teaching	No idea how to start	Gets it into presentable form	Efficiently adapts material to teaching situation
7. Skills in agricultural demonstrations (Esp.: Culling, soil testing, castration, etc.)	Can demonstrate few skills	Can make common demonstrations	Gives good educational demonstrations of most agricultural skills
8. Attitude toward teaching	Cares little if he becomes a teacher	Interested in becoming a teacher	Main ambition in life is to become a superior teacher
9. Attitude towards administration and total school program	Indifferent to rest of school: Ag. Dept. is "whole show"	Tries to cooperate	Goes out of his way constantly to improve relationships within school
10. Comprehension of a modern program of agricultural education	Vague: doesn't know what it is all about	Understands what constitutes a good program	Concept of program is clear and complete
III. TOTAL EVALUATION			
A. General impression of student trainee	Will never become a good teacher	Shows indications of a good teacher in the making	Unusual prospects for development into very superior teacher

B. Student should have additional experience and training in: (A few possible areas are listed. Add others that are appropriate).

Farmer Classes

J. N. WEISS — MARK NICHOLS

Developing a Y. F. A. program

Needs and values

RALPH E. BENDER, Teacher Education, The Ohio State University

Ralph E. Bender

THE development of an effective program with out-of-school young farmers is the greatest opportunity for the further advancement of vocational education in agriculture. Young men on farms are in need of help, they want help and they will respond to help. This is the experience of teachers of vocational agriculture who have developed and conducted programs with and for young farmers.

The Needs of Young Farmers

For the most part, the out-of-school young men who are living and working on the farm are there because they want to be there. They want to become further established in farming and it is well known that to get well established in farming is becoming increasingly more difficult. Usually, hundreds of dollars are needed to provide the necessary chattels and there is much "know-how" needed to operate and manage a farm successfully. Such problems as the securing of a good farming opportunity, the development of a fair farm business agreement, financing the business, and improving the efficiency of production and marketing are typical of the many difficult problems encountered by young farmers.

All of the interests and problems of young farmers are not centered in the area of vocational efficiency. Most of these men are likewise concerned about becoming married, establishing a home and rearing a family; they are interested in being good citizens, socially well adjusted and morally good. Young farmers want and need to be well-balanced individuals, the same as anyone else. Therefore, when a program is planned to meet such needs it must be broadly conceived and developed if it is to be effective.

The Function of the Teacher

To plan and conduct a program to meet all of the above needs is a large and difficult task. Teachers of vocational agriculture are not expected to accomplish this alone. They are, however, by the very nature of their purpose, training and experience, expected to aid farmers in solving their vocational problems. This is a part of their professional duty and their total program should be so organized that ample time and effort is devoted to it.

Therefore, it seems logical that the basic purpose of the teacher of vocational agriculture in working with young farmers is to provide leadership in the development of a program of systematic and organized instruction. This seems to be a logical place for starting a young farmer program.

Characteristics of Instructional Program

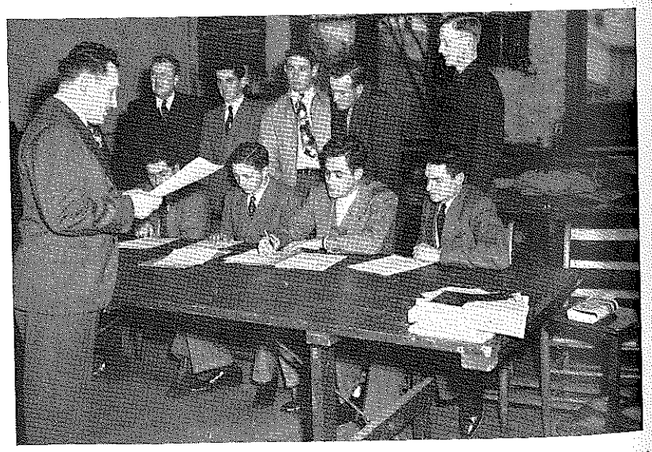
The primary aim of the organized instructional program is to develop vocational competence, which implies that changes in the farmer and on the farm should be made. To accomplish this the instruction must be based upon the problems arising or existing on the home farms of the enrollees, organized in a program that has unity and continuity. A series of disconnected, unrelated meetings dealing with all kinds of agricultural problems in one course is ineffective. Likewise, a program consisting of monthly meetings with speakers or specialists will not meet the vocational needs of the young farmers.

In Ohio, where young farmer programs have been conducted for thirty years, teachers have found a unit-type program most effective. For example, twenty weekly meetings may be held during the fall and winter and monthly meetings during the summer with emphasis upon any one of the crop and livestock enterprises, or it may be a program of instruction in farm management, soil conservation, shop or agricultural engineering. Still another type of unified course may consist of related units, such as dairy management with emphasis upon hay and pasture. In any event, there is sufficient time to go into the amount of detail that is necessary to develop understanding so that the young farmers can apply and adopt the approved practice that is considered for his farm. The teacher should do the major portion of the teaching and he should supplement the group instruction with individual visits and counsel. This is an important and basic part of the program.

The Need and Values of A Local Y. F. A. Organization

Even if the young farmer programs were limited to the instructional program, as briefly outlined, it would be desirable to have some type of organization of the young farmers to aid in planning and conducting it. This organization may be formal, with regularly elected officers or it may consist of the selection of five to seven of the young men to serve with the adviser as a planning or executive committee. The young farmers can help greatly in such things as securing enrollment, maintaining a good attendance, suggesting problems and conducting special features. It is a much better educational experience for all concerned to share the responsibility and to develop the attitude of "our program" rather than a program that is of and by the teacher.

As surely as young farmers get together for instructional purposes there will be other interests suggested, such as having refreshments, playing volleyball, having a tour to the experiment station, visiting a neighboring young farmer group, having a party with girl friends and a host of others. This is a natural development; as it comes there needs to be ways and means adopted to plan and conduct the activities. Again, let it be said that the teacher should not be the "ways and means." The larger and the more varied the program, the greater the necessity for an organization. The young farmers will see this as a need the same as the teacher. This development of a need for an organization appears to the writer to be a more sound procedure than to form an organization and then look around for something to do. The writer is convinced that a Y.F.A. is needed for the young farmers for the same reason that the F.F.A. is needed for the high school boys. Such organizations give the groups identity, they develop a feeling of pride and a sense of "belonging." Through the Y.F.A. and its broadened program more young men will be reached and developed vocationally, than by holding to a strictly narrow vocational program.



Dr. Ray Fife (rear) and Dr. Ralph E. Bender work with Ohio Y.F.A. Council in planning state conference.

The purposes of the typical Young Farmer Association in Ohio are as follows:

1. To interest and aid out-of-school farm youth through a program of systematic and organized instruction to become established in farming.
2. To provide an organization that will serve to bridge the gap between high school age and the time when an individual may take active membership in an adult farm organization.
3. To cooperate with all agencies and organizations whose objectives are the improvement of the economic, educational and social conditions of rural life.
4. To provide rural leadership training activities.
5. To provide wholesome social and recreational activities.
6. To plan and render worthwhile community services based on the needs of the community.

State and National Y. F. A.

The chief values of the Young Farmer Associations are achieved and realized on a local basis. However, as more and more local associations are formed there develops increasing interest in what other groups are doing. In Ohio, in 1940-41 there were 5,000 young farmers enrolled in more than 200 Y.F.A. groups. At that time exchange visits, county and district activities were common and a leadership conference was held on the state level. There was some interest in organizing on a statewide basis. The war took many of the teachers and the young farmers so no state organization was developed at that time.

During the last two years, new interest has been developed by a statewide, two-day young farmers conference. At the first of these conferences a council composed of ten young farmers was elected to plan another conference program which was held February 4 and 5 of this year and to do what was desirable in order to collect and disseminate information about the Y.F.A. program throughout the state. The council is planning a Young Farmer's Day at the Ohio Agricultural Experiment Station and is giving some consideration to the possibility of having a two to three day camp program. Other developments will probably come later, but thus far this type of organization has served the needs well. There seems little to be gained from either a more formal type of a state organization or the formation of a national association at this stage.

Farm face lifting demonstrations

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

T. G. Walters

MANY OF Georgia's Institutional On-Farm training classes have cooperated this year to stage one-day farm-face-lifting demonstrations on a trainee's farm in their community or county.

Such undertakings were begun in the state over a year ago when the Soil Conservation, Foresty and Extension Services joined with veteran teachers in Lowndes County to sponsor the renovation of the 117-acre farm of trainee Gordon McLeod. For that project farm equipment manufacturers provided tractors and accompanying apparatus along with operators. Dealers contributed seeds and fertilizers, construction companies lent bulldozers for clearing lands and building a fish pond, and such other items as wire and paint were donated.

Demonstration of Things Which Should Be Done on All Farms

Veterans and their teachers who saw the run-down farm transformed into a model in the short space of twelve hours were impressed, but they realized that no farmer could afford such an expensive overhauling of his place. They wanted to put the demonstrations on a more practical basis—make them show the things the average farmer can do to improve his place and his home.

The Carroll county members of eleven classes contributed $3 each to finance such a field day. To select one of their farms they printed all of their names around the outer edge of a large circular piece of plywood. Then at a mass meeting in the county courthouse, the sheriff fired a shot through the edge of the rapidly spinning disk and his bullet pierced the name of Willard Davidson. Thus, a farm which Davidson had purchased only two weeks before was selected for the demonstration.

Various Agencies Cooperate

Other means of selecting a trainee's farm were used in other counties, but everywhere the procedure was almost the same. The Soil Conservation Service, Farm Bureau, Future Farmers of America and agricultural agencies participated in the planning and conduct of the projects.

In almost every instance the trainee whose farm was selected had to be an owner. If he wasn't an owner at the time his name was drawn, he was given a short period of time in which to arrange to purchase a farm.

The actual face-lifting includes such jobs as revising land usage to make it conform to a soil conservation plan, building terraces and waterways, establishing permanent pastures, breaking land and seeding crops, clearing lands, reforestation, thinning forests and building firebreakers, constructing fences, setting home orchards, repairing buildings and, in many instances, building fish ponds.

To accomplish such a job without equipment from commercial concerns, the trainees come for a day, many of them bringing their tractors and equipment. The host trainee usually serves sandwiches or lunch for the workmen, and the day proves a real social get-together.

It isn't unusual to find as many as a thousand people present for the affairs. Nor is it unusual to see twenty to thirty tractors at work in a single field.

The veterans like the idea and teachers feel these projects are of tremendous educational value—worth more than many days in the classroom.

The 1949 Little International Show held at South Dakota State College, March 4 and 5 was dedicated to W. R. Bryant, instructor of vocational agriculture at Canton, South Dakota. Mr. Bryant has completed 12 years in Canton, where more than 200 students have been graduated from his department.

Gullies caused by water from terraces are transformed into waterways. This one was planted to kudzu.

Present status of young and adult farmer programs*

R. E. NAUGHER, U. S. Office of Education

R. E. Naugher

IN projecting a program for out-of-school young and adult farmers, we must not lose sight of the fact that for the years just ahead and for a long time to come veterans who have been enrolled for institutional on-farm training will compose only a small part of the total number of farmers needing training in agriculture. However, more than 1,800,000 farm people went into the armed forces during World War II and most recent information indicates that approximately the same number of service men have returned to farms. U. S. Army surveys show that 93 per cent of the veterans who desired to return to farms wanted to be farm operators and wanted training to reach that status as soon as possible.

Institutional On-Farm Training

Reports from the Veterans Administration show that 299,384 veterans were enrolled for institutional on-farm training on January 31, 1949. The number of veterans enrolled in this program increased very rapidly from September, 1946 until August, 1948. There has been a slight increase in enrollment from that date through November; however, the number of veterans in farm training seems to be leveling off at approximately 300,000 per month.

TABLE 1.—Current Enrollment of Veterans Receiving Institutional On-Farm Training.

Month	Year	Number Enrolled
September	1946	58,020
January	1947	106,869
April	1947	162,431
July	1947	198,760
October	1947	221,690
January	1948	221,822
February	1948	231,254
March	1948	252,839
April	1948	270,627
May	1948	283,020
June	1948	290,645
July	1948	295,163
August	1948	301,145
September	1948	301,794
October	1948	303,586
November	1948	303,734
December	1948	303,714
January	1949	299,384

Many interesting facts about the number of veterans in training are not shown in the Table I. It does not show the number of veterans whose training was terminated on a month to month basis or the number of new veterans added. For example, during the month of December, 1948 the training of 11,545 veterans was terminated, due largely to a lack of entitlement for further participation, and in the same month 11,803 new trainees were added to the rolls. Many of the new enrollees had received previous training under the G. I. Bill and decided to complete their entitlement for training in the farm program. Up until November more veterans have been added each month than the number whose training has been interrupted. Assuming that we have reached the approximate peak of enrollment and that the average period of entitlement for training is two and one-half to three years, there will continue to be 10,000 or more veterans whose training will terminate each month. The number of terminations per month soon will surpass the number of new enrollees and this situation will be accelerated toward the end of the program.

The study made last year in regard to the wishes of veterans to continue training in agriculture after their entitlement ends indicated that 94.6 per cent did want further training.

A program that is potentially as big as this one can be made, naturally causes every one connected with agricultural education to wonder whether or not we are "geared" to handle the situation. If we are to grasp this opportunity, the educational machinery must begin to move; in fact, it should be well under way by now.

*Address Conference North Central Region, Chicago, March 9-12, 1949.

TABLE 2—Size of Vocational Agriculture Program As Shown By Number of Teachers and Enrollments.

Year	Number of all-day teachers	Enrollment			
		Total	All-day and day-unit	Young farmer	Adult farmer
1938	6,925	460,876	259,163	42,900	158,813
1939	7,686	538,596	305,041	51,593	181,962
1940	8,300	584,133	329,398	62,489	192,246
1941	8,745	596,033	342,342	59,460	194,231
1942	9,039	605,099	340,540	49,977	214,582
1943	8,247	491,967	304,668	19,300	167,939
1944	7,621	469,959	269,940	16,139	183,880
1945	6,945	446,953	251,118	12,764	183,071
1946	7,121	510,331	261,317	24,401	224,613
1947	7,858	584,533	297,701	23,714	263,118
1948	8,311	640,791	318,785	24,293	297,713
1949	8,514[1]				

[1]Tentative

Table 2 shows the number of teachers of vocational agriculture, by years, from 1938 through 1948. It also shows the enrollment by types of classes for the same period. It is interesting to note that the situation in 1948 was very similar to that of 1940 as to the number of teachers and enrollment in all-day classes. However, the enrollment in adult farmer classes was 105,467 greater in 1948 than in 1940. During the same period, the enrollment in young farmer classes declined from 62,489 in 1940 to 24,293 in 1948. A review of the statistical reports for 1948 shows that a few of the states employed special teachers for adult farmer classes. In most instances these states utilized the facilities developed with Rural War Production Training funds and have continued the types of programs that were so popular with farmers during the war years. Six states reported approximately 60 per cent of the total enrollment in adult farmer classes and their increased enrollments account for most of the increases reported for this group.

Young and Adult Farmer Classes in North Central Region

Table 3 shows the number of farm operators and enrollment in young farmer and adult farmer classes in selected years for states in the central region. You will note that there has been a gradual decline in number of farm operators in all states in the central region from 1940 to 1945. The same general situation prevails for the country as a whole. In 1940, 6,096,734 farm operators were reported for the entire country, while in 1945 there were 5,862,129 or a decrease of 234,605 farm operators. During the same period there was a decrease of 125,272 farm operators in the central region or approximately 60 per cent of the total number for the country as a whole. As farms become more mechanized the farming units will become larger. Consequently, there likely will be fewer placement opportunities for young farmers.

TABLE 3—Number Farm Operators and Enrollment in Young and Adult Farmer Classes by States in Selected Years—Central Region.

State	Farm operators		Enrollment					
			1940		1947		1948	
	1940	1945	Young farmer	Adult farmer	Young farmer	Adult farmer	Young farmer	Adult farmer
Region	2,349,563	2,224,291	18,231	36,737	9,472	34,537	8,743	43,409
Illinois	213,339	204,239	1,272	4,513	78	3,706	93	4,033
Indiana	184,549	175,970	1,163	9,614	26	1,022	48	852
Iowa	213,313	203,934	1,018	10,928	596	10,176	537	12,190
Kansas	154,327	141,192	454	754				9
Kentucky	252,894	238,501	2,124	2,978	2,247	2,102	2,340	2,764
Michigan	187,589	175,268	830	1,978	362	2,055	351	3,120
Minnesota	197,351	188,952	1,263	4,233	291	3,352	299	3,023
Missouri	256,100	242,934	535	1,386	358	4,951	492	5,255
Nebraska	121,062	111,756	612	311	333	809	266	435
North Dakota	73,962	69,520	113	320		207		1,143
Ohio	233,783	220,275	4,842	2,296	1,743	2,222	1,439	1,766
South Dakota	72,454	68,705	37	167		224		241
Wisconsin	186,735	177,745	3,912	3,260	3,436	3,531	2,880	3,578

Enrollment in young farmer and adult farmer classes is given for the years of 1940, 1947, 1948. The enrollment in adult farmer classes for the region shows a slight increase in 1948 over the other years listed while the enrollment in young farmer classes was lower in 1948 than in 1947 and less than half the enrollment reported for 1940. During 1948, three of the states in the region reported slightly more than 75 per cent of the total enrollment in young farmer classes. During the same period, two of the other states reported approximately 46 per cent of the enrollment in adult farmer classes.

There seems to be very little, if any, correlation between the number of farm operators in a state and the size of the program for young and adult farmers on a per teacher basis. Iowa, with an enrollment of 79 per teacher, leads in this respect.

The average number of young and adult farmers is slightly less than 22 farmers per teacher for the region. Is this wide spread in enrollment per teacher due to: (1) the pre-service and in-service training of teachers, (2) methods used in financing young and adult farmer classes, (3) lack of time due to in-school responsibilities—prorated teachers, (4) lack of facilities needed to interest and hold the attention of these groups, (5) lack of need for training on the part of the farmers, or (6) a combination of these and possibly other causes? It would be worth while to discuss the policies used in some of the leading states that make it possible for teachers in these states to reach large numbers of young and adult farmers in organized classes.

Organizations for Young Farmers

The question often is raised as to whether the work with young farmers would be more effective if this group were organized into active local associations and with possibly a centralized state or even a national association to guide the program. Some have suggested that local and state associations be organized along the same general pattern as used by Future Farmers of America. Of course, this organization would be set up for an older age group of young men and would more nearly fit their needs until such a time when they would become interested in joining one of the adult farm organizations. According to the latest reports, Utah, California, Arkansas, and South Carolina have state-wide associations of Young Farmers. However, a number of other states have very active local associations and some of these are contemplating organizing on a state-wide basis. The supervisors and teachers of vocational agriculture from these states speak enthusiastically of the work that is being accomplished and of the interest taken by members of the groups. The teachers realize that they are dealing with young men who are interested in receiving instruction in agriculture as they are on the threshold of going into the business of farming. They also realize that a well organized and active organization takes much of the burden off their shoulders. The officers and duly appointed committees assume much of the responsibility for attendance, leadership, recreation, and other time-consuming activities. However, all agree that an organization of this kind will require active leadership and guidance if the broad purposes of such an organization are to be attained.

Last year at the regional conference a preliminary report was given of a study indicating, among other things, the interest of veterans who were enrolled for institutional on-farm training in forming an organization of Young Farmers. A sampling was made in 25 states, using schools which had departments of vocational agriculture and where veterans farm training classes were in operation. A total of 5,363 veterans participated in the study. Since two-thirds of the group participating in the study never had been enrolled in vocational agriculture classes and were not familiar with the F.F.A. organization, many did not respond to the question regarding an organization for the group. However, 76.7 per cent of the 5,180 replying to one or more parts of this question wanted a local organization; 56.6 per cent wanted a state organization; and 48.6 per cent wanted a national organization. The sentiment for such an organization on a local, state and/or national level averaged slightly higher in states reporting for the southern region than from the states reporting from other regions. It is interesting to note that in all regions interest is much greater for a local organization than for a state or national organization. These facts would seem to indicate that such an organization would fill a need of young farmers on the local level.

When a sufficient number of local associations are formed there has been a demand for a state association, and eventually there may be a need for a national organization. However, it must be kept in mind that the primary purpose of such an organization on all levels must be to aid and interest out-of-school farm youth through a systematic educational program to become established satisfactorily in farming occupations of their own.

The second annual State Future Farmers of America Rodeo was held in Santa Rosa, New Mexico, June 24-26.

TABLE 4—Interest In An Organization For Out-Of-School Young Farmers by Regions.

Region	Number of replies	Per cent		
		Local	State	National
Total	5,180	76.7	56.6	48.6
Central	1,320	73.1	54.4	41.1
North Atlantic	946	74.4	48.1	39.4
Pacific	880	76.4	56.8	51.4
Southern	2,034	80.3	61.9	56.6

Educational mission in Korea

(Continued from Page 273)

hillside the present generation ask—"who are we to do things different from our ancestors and after all aren't the hills a place for burial use?"

With approximately 24,000,000 people and only one-third of an acre of arable land per person which has been extractively farmed for many, many hundred years, it is hard for us to conceive the impact that there is on the soil in Korea. Unfortunately, the mineral, timber and power resources are in North Korea, above the thirty-eighth parallel, which is behind the Iron Curtain with no legal way of exchange of goods or commodities. Furthermore, practically all of the fertilizer industries are located above the Curtain and therefore little commercial fertilizer is produced in South Korea. Since the Korean farmer is resourceful and a hard worker, he makes use of any available material that can be used for fertilizer. All plant refuse, night soil, leaves and twigs are gathered from the forest and burned and the ashes used on the soil. When the leaves put out in the spring they are stripped from the trees once or twice to be made into compost.

Now to answer the question—what did I do to carry out at least one of my responsibilities to the Korean Government and the United States Army? Ninety days is far too short a period to accomplish much in a country with as many needs as Korea.

First, I attempted to develop short intensive refresher courses in specific fields of Korean agriculture.

Second, I attempted to acquaint the Korean teachers with the agencies of government that are now operating in the fields of agriculture.

Third, I assisted Korean teachers in perfecting plans to get maximum results in the conservation of the resources of Korea and at the same time obtain the greatest economical production possible in food, feed, fiber, fuel and timber. I tried to develop an intelligent respect for a democratic procedure in the educational processes, and intelligent leadership and effective fellowship for the farm people of Korea.

A highlight of the 1949 convention of the California Young Farmers Association held recently at Fresno was the awarding of plaques by the California Bankers Association to the outstanding chapters in each region of the state. Steps were taken during the convention to incorporate the state association in California. Delegates to the convention voted also to copyright the name of the association.

* * *

The Agricultural Education Club at Iowa State College is sponsoring the preparation of a manual of audio-visual aids for vocational agriculture.

* * *

Two Ford tractors and equipment are major items in the assets of the F.F.A. chapter at Battle Ground Washington, the total value of which is approximately $14,000.

Swine improvement day

JESSE MOTHERSBAUGH, Teacher, Dexter, Missouri

THE LOCAL swine enterprise seems to be in need of revision to keep pace with the present trend in consumer needs. With this in mind we undertook to analyze the situation, visualize the needed improvement, and to inaugurate a program which would improve our position.

We are producing pork under a system which satisfied yesterday's standards, but will not meet the more rigid requirements of tomorrow. In striving for maximum production in times of scarcity, quantity has over-shadowed the need for quality. We are loading a war-time type of hog with lard that is the most expensive to produce and is the cheapest part of the processed animal. Values of pastures for hogs are underrated. Old worming methods prevail and the wonder remedy for mange, benzinehexachloride (BHC), has not been widely accepted. Although most feeders are using protein supplements, most men are not utilizing the soybean to the most profitable and practical end.

After ascertaining the extent of the situation, it was quite evident that a special field day or some such county wide group meeting might possibly be the best means of getting at the solution. To do this would necessitate the cooperation of many people. For such an order nothing can beat a group of local farmers working with departments of vocational agriculture and the State Agricultural Extension Service. The local farmers and swine breeders furnished the breeding stock type examples and herd equipment. The state extension service sent an animal husbandry specialist, and the local extension agent aided the Veterans Instructors in completing the organization of the swine improvement day. Even the weather interrupted a week of rain to make it a good day.

During the course of the day all phases of swine production and management were to be discussed. Any questions arising were to be covered as completely as possible.

Discussion Centered About Exhibits

Numerous exhibits were used throughout the day to stress the axiom that "seeing is believing."

Near the entrance to the stadium were two live examples of hog types that were to be referred to throughout the meeting. One was of the lard type and the other the meat type. Farmers gathered at this pen to compare and discuss these two hogs. Comments heard included—"the lard type hog is ready for market, but the meat type hog needs another three weeks of feeding"; "the lard hog will top the market, the meat hog won't"; "the lard hog will outweigh the meat hog, the meat hog is not finished." Actually there was less than one pound difference in live weight. The dressing percentage, value of cuts, etc., shown later in the day speak for themselves.

The animal husbandry specialist, Mr. Charles Kyd, although no stranger to the group, was introduced and the meeting was under way. Mr. Kyd discussed the past demand and the present trend in the consumers desires. Thus with these needs in mind the business of the day seemed somewhat clearer.

With twenty odd head of breeding stock from the surrounding locality serving as props, the professor built an ideal of the breeding stock to select. As the individuals were moved about the ring many points were criticized, others praised. "The jowl is too heavy, the ham not deep enough; she stands well up on her feet. Be sure the width carries well back, look for length and depth of body; ham is high priced —have lots of it. With this boar we have masculinity but may be overdone in the shoulder. They tend to be a bit too heavy for good proportion. Remember the two live type models and select for the desirable characteristics when selecting breeding stock."

After the breeding stock judging and discussion, other approved herd management practices were demonstrated. Several pigs were castrated by various methods. During the demonstration it was discovered that all the males of one litter were cryptorchids, a hereditary factor which should be eliminated from the herd. The proper way to operate on a hernia pig was also demonstrated.

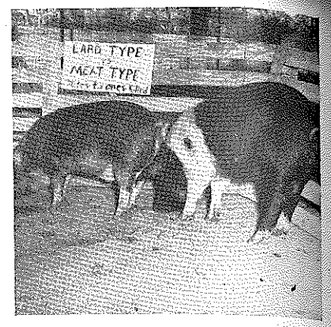
The group's attention was then diverted to a platform where sodium flouride was being mixed with ground feed for round worm treatment. After the meeting one farmer who had gotten no results with the usual methods bought this demonstration mixture. He reported worms by the handful.

Back in the ring a half dozen feeder pigs were being sprayed with benzine hexachloride. This "BHC" is the only remedy that kills lice and mange in one treatment.

On the far side of the field were two living examples of the results of poor management. One appeared to be full of round worms. The other pig's nose was swelled like a fruit jar. This particular infection, necro, commonly referred to as bull nose, usually thrives only in filthy conditions.

The afternoon session was centered around carcasses of animals identical to the ones observed previously in the day, The two pigs—one necroid, one wormy—were slaughtered during the noon hour and put on exhibit at the entrance to the auditorium. The stomach and intestinal walls of the necro pig were covered with ulcers and lesions.

Although the wormy appearing hog had been treated for round worms, he still had a very rough appearance. Post mortem examination showed that the worms were gone, but the pig had been so heavily infested for so long that his lungs were almost completely eaten away. Thus more argument for a preventative as well as a curative means of control. To suggest such controls, large posters had been placed around the wall to be read by all those present. One section outlined a 3-year worm free sanitation system using corn, small grain, and red clover. The clover would be used for fall pigs and the following spring litters. Some posters offered feeding suggestions, parasite controls, etc.



For the demonstration of lard versus meat type of hogs litter mates of similar conformation from two litters were chosen. One of the two animals from each of the litters was slaughtered in advance for use in the carcass part of the demonstration.—Photo by Agricultural Extension Service, University of Missouri.

Type Carcass Demonstration

The type carcass demonstration, made possible by the very fine cooperation of a local packing company, was the high light of the day. Until this time the lectures and discussions had been on a theoretical basis. Now here to see was the end product which affects man's diet and pocketbook, two very persuasive factors with which to deal.

Litter mates, weighing approximately the same, of the pair on exhibition throughout the day had been butchered earlier in the week. The meat cutter cut and trimmed each carcass just as all other carcasses going through the plant. As each cut was finished, it was weighed and recorded. At the time of the demonstration this meat cutter was present to discuss the way to cut meat, each cut and its value. The table below compares the two type carcasses on weight as well as the monetary bases.

Through all of this discussion those attending were asked to visualize the live examples seen earlier in the day. Again it was type within a breed, not the breed.

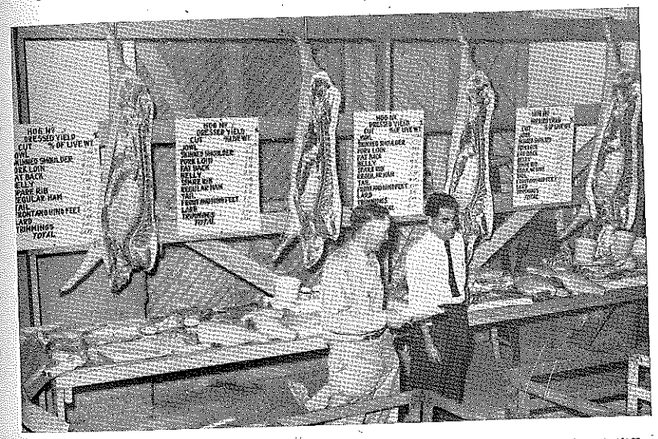
Differences in these two hogs were astounding. The live weights were almost the same, but the dressing percentage favored the meat type. By noting the distribution of that meat we strike another resounding chord. More shoulder, longer loins, bigger hams and better bacon. These go with the meat type. There are less lard, less fat-back, less jowl. But that fat and lard is in over-abundance now. It is cheap. Ham and loin are not cheap. Remember those points Mr. Kyd brought out in selecting breeding animals—long, wide loins, deep hams. Corresponding cuts from each carcass were hung side by side. Seeing the difference was much better than the figures would indicate.

The meat packer also showed another drug on the meat market, soft pork. This part of the state in particular has been guilty. No amount of refrigeration can give it the firmness necessary for satisfactory processing. Soybeans make soft pork. Since the outbreak of the war it has been increasingly evident that the soybean is here to stay. Then the waste beans must be utilized to make a minimum of soft pork. They should be used only as a substitute for part of the grain. Protein supplements also should be fed as with other grains.

Swine Production Records

The local agricultural department is following through on this swine program. In the veterans and vocational agriculture classes all students are keeping litter weights on their sows. This is an effort to determine the sow's efficiency and cull out those poor ones. Along with the litter weighing, care, management, and feeding of the sows for larger litters and heavier weaning weights are being stressed.

Since the improvement day there has been much interest in this change in type. Breeders who have been heading toward that particular type report an unusual amount of interest in breeding stock. Many are inquiring as to how to alter their breeding program for greater efficiency, higher quality and more profits.



Following the discussion of types of breeding stock involving several animals of different breeds, the slaughtered animals were used for a cut-out demonstration as illustrated here. —Photo by Agricultural Extension Service, University of Missouri.

HOG CARCASS DEMONSTRATION—DEXTER HIGH SCHOOL

DECEMBER, 16, 1948

CUTS OF MEAT	MEAT TYPE	WHOLESALE VALUE	LARD TYPE	WHOLESALE VALUE
Live Weight	213	$47.92	210	$47.25
Dressing Percentage	77.45%		73.49%	
Skinned Shoulders	29.50#	$10.63	25.62#	$ 8.71
Sides	24.75#	10.64	26.12#	11.23
Reg. Pork Loins	22.25#	9.12	16.00#	6.56
Reg. Hams	30.75#	14.45	24.75#	11.63
TOTAL PRIMAL CUTS	107.25#	$44.24	92.49#	$38.13
Lard	23.03#	$ 3.77	31.17#	$ 5.10
Fat Back	9.3 #	1.51	11.62#	1.90
TOTAL FAT CUTS	32.37#	$ 5.28	42.74#	$ 7.00
Rough Jowl	5.50#	$ 1.10	6.37#	$ 1.27
Neck Bones	3.3 #	.68	2.21#	.42
Spare Ribs	4.50#	1.94	3.00#	1.29
Feet	4.37#	.99	2.87#	.06
Lean Trimmings	7.12#	1.92	4.25#	1.14
Tail	.50#	.13	.50#	.13
TOTAL YIELD	164.98#	$55.38	154.34#	$49.44

All prices based on market of December 13, 1948.

Standards for measuring progress
Institutional on-farm training

HAROLD PRICHARD, Assistant State Supervisor, Public Relations, Jackson, Mississippi

SINCE the beginning of the Veterans Institutional On-Farm Training Program in Mississippi in 1946, teachers and supervisors have asked for a more definite criteria for determining the progress of each veteran in training.

The laws governing this program have not been too clear as to what would constitute "satisfactory progress." In too many cases, particularly during the early months of the training program, the system of grading progress was largely left up to the individual instructor. As was to be expected, the "standards" of progress varied considerably from one school to another, and even between classes within the same school.

Realizing that this program offered perhaps the greatest opportunity ever available to Mississippi for training farmers in fundamental scientific farm practices, it was felt by leaders in the field that some type of farm progress standards should be set up for all veteran trainees that, if attained, would insure their becoming successfully established in a farming occupation. Before trying such a method over the entire state from the start, it was decided to carry out a "test progress program" within an area comprising seven counties. This was done in 1948.

Representatives of the Vocational Agriculture Division, State Board of Education, assisted by other agricultural workers, outlined specific recommendations for each enterprise which would include the accepted and proven practices as determined by the agricultural experiment stations. In addition, two basic requirements were made for all veterans owning their farms or having a sufficiently long lease to meet the requirements:

1. When such assistance is available, each veteran must request the Soil Conservation Service to draw up a land-use plan for his farm and then utilize it in planning his farm and home program.
2. Each trainee must take advantage of full P.M.A. payments for which his farm is eligible.

The value of these standards of achievements was soon apparent. In fact, it was so successful that no time was lost in reworking the plan and applying it throughout the state during the current year.

How Plan Has Operated

The setting of goals, which is an important part of farm budgeting, was accomplished in conjunction with the application of the standards to each individual veteran's farming situation. Each trainee, with the assistance of his instructor, drew up a farm management program that fit the man, the land and the available markets.

This plan was then broken down and "tested" by applying to it the recommendations for each enterprise which state agricultural leaders and instructors had outlined as necessary to successful farming. This called for decisions on the part of the trainee concerning such things as farm management, seed varieties to be used, amounts and analyses of fertilizer for crops, and specific feeding plans for each type of livestock owned.

Each recommendation had been given a point value. If the trainee's farm and home plan embraced a particular recommendation, he was credited with the number of points which it carried. The total number of points gained under each enterprise was his score. The average score was then computed for each unit of training. The average of these scores was the figure used in the final determination of the veteran's progress.

In his first year of training the veteran must make a minimum total average point score of "65"; in his second year "75"; and "85" in this third year. If his farm and home plan at the beginning of the year failed to measure up to these requirements, one of two things hap-

(Continued on Page 286)

Methods and Materials

W. A. SMITH

Some problems of individual instruction during the summer period

J. E. HAMILTON, Teacher, Audubon, Iowa

Solving the problems of individual instruction during the summer period starts with a recognition of the problems involved. With the closing of the formal school year late in the spring, the summer seemingly stretches out with endless time to coordinate the practical farming programs with the practices and principles suggested in the classroom. Such, unfortunately, is not the case. I consider budgeting of time for satisfactory summer instruction the greatest problem.

The second problem concerns the choice of projects upon which to work. Some projects should be completed before others, in order to do the most for the community. Projects should be completed that will carry out the objectives started during the class instruction of the high school classes, young farmer classes or adult farmers classes.

Other Problems

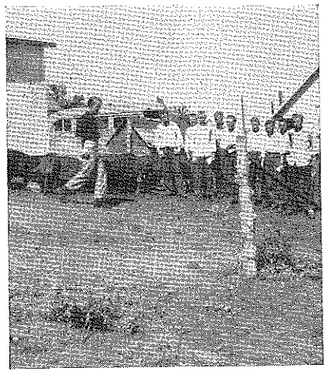
Other problems are numerous, but a few are:

1. Arranging class work, discussion and group tours to show the students the desired end result whereever possible.
2. Using all teaching aids available including the experiences of outstanding farmers and the technical knowledge of agricultural workers in the community.
3. Arranging mileage to minimize time and miles spent in travel.
4. Finding out the best time of day to work with individual farmers and students of vocational agriculture.
5. Avoiding the natural tendency to devote too much time to efficient farmers who ask for professional advice.
6. Getting the confidence of and helping inefficient farmers and vocational students who need aid most.

The time element has been partially solved for me by using the services of trained agricultural workers and other farmers for certain instruction during the summer.

The problem of deciding which project is most important to pursue has been solved in part for me because the major problem of my community is generally recognized by agricultural workers as being soil management.

Here, for example, was how this problem worked itself out. An adult school on soil management and soil conservation was planned to interest more Audubon County farmers in proper soil management, and to help them put these proven practices to work. The class work during the winter stressed the need



A stop on F.F.A. tour is made to observe swine project of a member.

for soil conservation, crop rotation, and the like. Local farmers that were using the practices were called upon to give their experiences in panel discussions. Tours were conducted in the spring to give individual farmers first-hand observation on the results of the use of good practices. Farmers who had learned to lay out contour lines helped neighbors who wanted to try them for the first time. F.F.A. boys who had learned contour work in class helped their fathers and neighbors. The soil conservation technician helped still other farmers who requested aid. Six new soil conservation groups were organized as a result of the work done in the school. There was an average of twelve farmers to a group. The groups were organized with the aid of the county extension agent and the soil conservation service. The latter wrote the farm plans and made most of the soil recommendations on those farms thereafter.

Each individual instructor can best solve the problems of using time and selection of projects efficiently by knowing his community well. These should be solved outlining the course of study at the beginning of the year. Planning work and keeping a record of needed or proposed follow-up work on any instruction for different students aids greatly in arranging mileage. Tours to well-planned farms where the students can see the result desired, speeds up individual instruction in nearly all projects. It is many times easier to help a farmer or other student to arrange individual instruction on nearly all his fields on the contour if he has seen fields contoured than when he has not had that advantage.

Tours to nearby farms where nearly all the approved practices of swine raising have been carried out, make it easier to teach the student how he can improve his swine. If you interest the student in the classroom and while on the tour to such farms, a farm visit later to the student is easily arranged to show him how he can improve his own swine project. In fact, an individual instruction trip will then become a check trip to answer a few questions instead of a long, time-consuming trip to each farm to demonstrate individually the various practices to be taught.

Obviously, a trip to a farm when the farmer is in the process of putting up hay with his neighbors is poor planning for all but a few instruction jobs. A trip to a farm while the farmer is busy plowing, cultivating or mowing can result in excellent instruction for follow-up work in mechanics especially if his machine is out of line or adjustment and you can show him how to adjust it.

It is always easy to give follow-up instruction to farmers and all-day students who call you to come out and give them advice, or who come in and see you before starting a new job. Since your help there is appreciated more, it is natural to want to help them. Our greatest help however can come by "*selling*" improved practices to the less progressive farmers and helping them to improve.

Group Instruction on Farms

In summarizing, I believe that most of the problems of individual instruction can be solved by teaching practical jobs in your class work on the level of the student. On-the-farm teaching in groups can cut the time needed for individual farm visits. Cooperating with other trained agricultural workers can help promote approved practices with less work and time needed for the instructor of vocational agriculture. Plan farm visits for the time that you can help the farmer and plan work that will be of value to him. Know your agriculture, community and the farmer. Don't visit farm friends half a day trying to do farm supervision.

The surest way to get a job done is to get started with a sincere desire to be of service. Many instructors can improve their work by visiting instructors in other departments.

I always get a lot of new ideas in every visit with other instructors and their departments or by reading professional material, books and magazines, particularly the *Agricultural Education Magazine.*

Three contests are featured in connection with the annual meeting of the Utah Young Farmers Association. The first involves selection of *Speakers of the Year;* the second, *Young Farmer of the Year;* and the third, *Chapter of the Year.*

* * *

A state vocational agricultural—F.F.A. soil conservation contest has been conducted in Iowa for the past three years. The chapters designated as winners are provided with a tractor and suitable equipment to be used for one year in soil conservation work.

Arranging for visits

DUANE W. DALGLEISH, Teacher, Owosso, Michigan

AMONG the several problems that instructors of vocational agriculture encounter in individual instruction during the summer period is the matter of whether or not to notify boys of an impending visit to their farms. Many school service areas have been greatly expanded during the last ten or fifteen years, due to the increasing use of the school busses so that, in some cases, boys to be visited live as much as fifteen or more miles from the school. It is a serious loss of time and travel expense to the instructor to drive a considerable distance and then find the boy, or even the whole family, not at home.

Notification of Visits

During gas rationing, when every mile driven had to be carefully budgeted, the writer established the practice of notifiying each boy by post card of impending visits. Before the school term closes each boy is supplied with several cards upon which he writes his name and home address. These cards are then hectographed with a form that can quickly be filled in with date and approximate time of the visit and placed in a card index file so that any boy's card can be quickly found. The boy and the family know when the instructor is coming and often the mother and dad, as well as the boy make an effort to be present. Many times they have planned some definite questions to ask, problems to be discussed or a job with which they would like technical help. The parents' understanding and co-operation is so important in the development and operation of worthwhile, broad farming programs that any means of increasing contacts with them is very desirable.

Of course, this system of notification makes planning at least three or four days in advance a necessity. Since a visit often takes somewhat longer than expected, it is not wise to plan more than two or three visits in a half day. Five visits a day seems to be about average for a full day. The post cards usually indicate that "according to present plans" the visit will be made "on Tuesday, June 14, in the forenoon," for example. Indicating the time closer than a half day is impractical and unnecessary. There are times when, in spite of well laid plans, unforeseen things come up that prevent visits being made on the day planned. In such cases it may be possible to contact the student by telephone. If that is impossible and the farms are not too far distant, only a few minutes will be required to drive out and notify them of the change in plans. Since the card has stated that "according to present plans" the visit will be made, most farm families understand, even if not notified, that for some reason plans had to be changed and they do not take offense.

When farm visits are made, a written report, preferably on a prepared form, should be drawn up immediately after leaving the farm, listing general conditions of the various phases of the

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Planning a visiting program

M. R. BRYANT, Teacher, Canton, South Dakota

W. R. Bryant

WHAT shall I do with my time during the summer? How often should I visit a certain project? What shall I do when I make a visit? Should I make the rounds at regular intervals? How long should I remain on the visit? These are some of the questions that confront every teacher of vocational agriculture, and they are questions concerning one of the most important phases of teaching.

Visiting supervised farming operations is only one of the jobs of the instructor during the summer, but it is by far the most important. It is through the supervised practice program that a teacher makes or breaks himself. It is the one thing that stands out so predominately that the public often uses it to measure the effectiveness of the department and the school.

It is a big job and a hard job for the teacher to determine just how to plan his visiting program so as to get the desired results. I shall endeavor to show how a plan that I have finally decided seems the best, for me at least, to follow.

Calendar of Significant Dates

I have tabulated a record showing each boys name and his supervised practice program and the important dates concerning each of his projects. These important dates are the critical times when the boy may need some help and advice. The following illustration is a sample of the important date-table that I find helpful. Sometimes the visits on these dates is made to demonstrate and help the boy with the job, but never to do it for him. At other times the visit is made only to give the boy encouragement.

Name	Type of project	April	May	June	July	August
Fred E.	Sow-litter	Farrow, 15	Castrate, 14 Vaccinate, 28	Wean, 11 Dip, 15	Worm, 5 Dip	
	Corn		Plant, 12 Check for stand, 20	Weed contral	Weed control Spray, 10	
	Oats	Plant, 16	Check stooling	Spraying	Harvest	

I keep the tabulations clipped to my field board so that I can determine at a glance just where I should plan to go and what job needs to be done while there. Some of the important dates have to be filled in as the summer progresses. The dates such as farrowing, castrating, and weaning can be noted in advance. Other dates such as planting, weed control by spraying, dipping, and harvesting have to be filled in from observation as one is in the area, by checking with the boys at an F.F.A. meeting, or by an occasional "stop in" visit as one is driving past on the way to another boy's home. I believe that a certain number of these "stop in" visits are necessary. We might call them goodwill visits. They show the boy and his parents that the teacher is interested. These visits must be short unless questions or problems arise. Since I desire to make scheduled appointments on time, I always start out early enough to allow for some of these short visits.

I do not believe in going out and making the rounds of the boys' farms, just so that I can say that all the projects have been visited. Such a program will accomplish very little in the way of educational procedures.

Number of Visits

The number of times to visit a certain project can best be determined by analyzing that certain case. First and second year students certainly demand more time and closer supervision than older boys. I do make a practice, however, of stopping whenever I see one of the boys or former students working near the road. These stops may be for only a minute or two but they keep up a contact that should not be overlooked.

Every teacher using this plan would have to make up and keep his own important date list. It is a good guide but only a guide. It will help the teacher to make visits where they count most and enable him to give each boy assistance at the time when he needs it most. It should be impressed upon the students that you are subject to call at any time, whenever they feel that they need some additional help, as often happens with their supplementary and improvement practices.

This plan of caring for supervised practice, requires much more travel than merely visiting several boys the same day because they happen to live in the same area. I do believe however, that the added transportation is far offset by the advantages of getting to a place at the right time. Each boy should keep a copy of his important dates in his record book. Both his list and the teacher's list should be kept up to date. This practice is especially valuable to beginning students as it enables them to develop foresight, to plan ahead, and so be prepared for the job when the time comes.

A state association of Young Farmers was organized in South Carolina last November.

* * *

The Pennsylvania Chain Store Council provided a series of prizes for window displays for vocational agriculture and home economics shown in Harrisburg store windows during the 1949 Pennsylvania Farm Show.

Future Farmers of America

H. N. HANSUCKER

Bitter rivals become fast friends on summer tours

CALVIN H. CRANDALL, Adviser, Parma, Idaho

Calvin H. Crandall

CAN we as advisers and directors of the Future Farmers organization reduce the well known inter-school menace, *rivalry?* This becomes an important point in the thinking of each instructor of vocational agriculture when he observes the violence and misuse of youthful energy so often shown in various acts of rivalry. Let me report on an experience I had recently in regards to this problem.

Parma and Wilder are two neighboring towns of approximately the same size. They have been pitted against each other in most athletic events as well as other competitive situations, even going so far as the yield per acre of beets. However, the most outward signs of rivalry came out through the high school groups. Acts of vandalism were not at all uncommon.

Neighboring Chapter Installls Officers

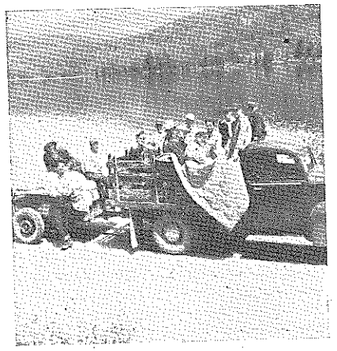
When Parma was ready to start its F.F.A. chapter they needed an established chapter to install their officers and initiate them into the Greenhand degree. As their adviser and wishing to further the feeling of brotherhood of Future Farmers, I called on the Wilder Chapter to officiate for us before I actually realized the extent of the existing rivalry. The boys were deeply and sincerely concerned when they learned of my decision. The meeting was nicely handled by the Wilder adviser, Mr. Robert Haynes, and the first step towards reducing our problem was won. This started the boys thinking of each other in a new light.

A few months later came the opportune time to sponsor a summer trip. The two chapters decided to pitch in together for the trip for several reasons; first, to cut transportation costs; second, to lighten the load of the advisers; third, and most important, was to develop a friendly spirit between the two chapters.

The trip up to the camping grounds was rather quiet and the boys were quite clannish, staying in their own school groups. However, by the time we arrived a few of the boys were mixing and that evening when tents were pitched there was one camp, not a Parma camp and a Wilder camp, but an F.F.A. camp.

The next few days were spent with the boys fishing, hiking, swiming, eating, sleeping, and playing together. Under these favorable circumstances and with all the boys in a happy frame of mind the real foundations of friendly spirits between the two schools were laid.

Not all of the boys from both chapters were able to attend but the spirit soon spread to every boy in the two chapters. Subsequently the two groups have acted as one when thrown in with larger groups such as at state and district



Members of the Parma and Wilder F.F.A. chapters are brought together through the medium of a camping trip.

functions. It has been no trouble for either adviser to point out the values of brotherhood between Future Farmers, in fact little pointing out has been needed.

Last fall, when the Parma chapter was ready for the Chapter Farmer initiation, it was the unanimous request that Wilder be asked to give the degree work.

Perhaps our rivalry was on the way out when the two F.F.A. chapters became well organized but certainly the summer trip helped sell the point and make it stick. It is my firm belief that the entire student body of each school has at present caught the friendly feeling and certainly no acts of vandalism or definite rivalry have been in evidence recently.

The two chapters can well accept the statement, "Future Farmers, why are we here?—*To practice brotherhood.*"

During the past year Future Farmers in Ohio Planted the equivalent of a 202 acre farm to feed wild life. Also a total of 355 feeding stations were established and operated during the year.

Summer F. F. A. activities

ROBERT O. GINERY, Adviser,
David City, Nebraska

Robert O. Ginery

IS YOUR F.F.A. chapter a school-term organization? Do your F.F.A. responsibilities start and stop with the regularly scheduled school term? These are questions every adviser should be asking himself. The answer should tell him whether he, as an instructor of vocational agriculture and an F.F.A. adviser, is keeping pace with the fast developing and expanding Future Farmer program. The F.F.A. summer program and activities need to be planned and outlined similarly to our regular teaching curriculum. Active members require motivation to arouse the interest and enthusiasm necessary to carry out educational and recreational meetings successfully in the summer.

Regular meetings should be scheduled throughout the summer with a part of the regular program of work being accomplished during these summer months. Both educational and social meetings are essential to give the members a well-balanced program.

Activities Nebraska Chapters

A few summer F.F.A. activities that have been successfully accomplished by some Nebraska chapters are: summer trips, camping and fishing excursions, softball and baseball teams, square dancing, harvesting of grain, chapter production projects, buying and selling feed cooperatively and assisting with demonstration plots.

One of the most popular of these summer activities in Nebraska is the summer trip. For example, the Nebraska City chapter took a trip by bus to Mexico and the same year the Broken Bow chapter went to Yellowstone National Park. An activity such as this requires careful planning and scheduling well in advance to insure success and satisfaction in this part of the program. Plans should be laid during the school year by gathering material about various places of interest. The route should be decided upon by the majority. Transportation, time of departure, length of trip, finances and other problems should be settled by the group, making sure that the trip does not conflict with the farming programs of the members. As many members as possible should be given responsibility in a part of the organization of the trip so that each feels he has a definite part of the program.

These are just a few of the problems mentioned by advisers who have sponsored such excursions. It must also be emphasized that your job isn't finished when you return. Talks should be given by participants to local civic and rural groups. Local papers should be given an interesting story, including pictures, and acknowledgments and appreciations

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Camp Oswegatchie

HAROLD L. NOAKES, Director, New York State F.F.A. Leadership Training Camp

Harold L. Noakes

THIS summer nearly 600 Future Farmers from all parts of New York State will pack up their duffle, say "goodbye" to farm chores and head for Oswegatchie Camp for a week of leadership training, conservation training and recreation. These boys will arrive 100 each week over a six-week camping period to spend a week deep in the Adirondack forest learning to be more useful rural leaders and better citizens.

Oswegatchie Camp, New York State Leadership Training Camp, is located on the headwaters of the Oswegatchie River in Lewis County. The property of over 1000 acres includes three small lakes, Long Pond, Round Pond and Rock Pond. These ponds and the Oswegatchie River are noted for their brook trout fishing.

Organized as Camp Chapters

Upon arrival the boys are assigned to camp chapters. Each camp chapter includes a teacher of agriculture who acts as counselor and adviser for the week. These teachers serve without pay, receiving only their maintenance for the week at camp. Each chapter organizes, elects a set of officers and plans its program of activities for the week. This program of activities includes everything that the camp chapter plans to do during the week. All camp chapter meetings are conducted in accordance with good parliamentary procedure.

The camp has a three point training program:

1. To conduct a program of systematic instruction in cooperative and leadership activities.

   Covered in this phase of the program are the following activities: (a) planning and conducting meetings, (b) discussion of qualities of leadership, (c) how to plan and conduct a banquet, (d) chapter finances and budgeting, (e) responsibility of officers, (f) public relationships and the F.F.A., (g) extemporaneous speaking, (h) getting along with people, (i) moral and spiritual standards, (j) respect for property, (k) meeting people and making introductions.
2. To provide instruction and practice in camp life, forest management, and conservation of natural resources and wildlife.

   This second phase of the program covers activities in (a) selection, use, and care of camping equipment, (b) camp crafts, (c) woodcraft, such as the construction of Adirondack shelters, log bridges, camp sites, and cutting trails, (d) firecraft, (e) campfire (e) cookery, (f) camp safety and first aid, (g) use of compass and topographic maps, (h) outdoor living.

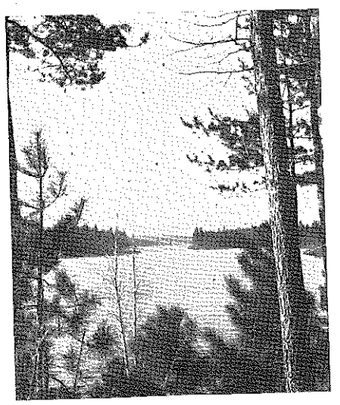
   In forest management the campers are trained to identify the trees common to the area, to estimate timber, and how to improve forests.
3. To provide adequate, wholesome recreation and inspirational activities.

Recreational Activities

The camp provides a wide range of recreational activities both indoors and out. The camp has two softball fields, a tennis court, volleyball court, horseshoe courts, indoor shuffleboard, tables for cards and checkers, and two ping-pong tables. On the waterfront instruction and practice is given in swimming, canoeing, canoe tilting, and boating under the supervision of a trained waterfront director. Each evening a campfire program is held during which there are singing and dramatic skits put on by various camp chapters. On Sunday morning a non-sectarian service is held in the out-door chapel which is an inspiration to all who attend. A water carnival is held each Tuesday afternoon at which campers have an opportunity to demonstrate skills acquired during the week.

Each chapter follows an independent program under the guidance of its counselor. The only fixed items in the daily schedule are the times for meals and for rising and retiring. This type of organization provides for a great deal of flexibility although it does throw a great deal of responsibility upon the shoulders of the teachers of agriculture. They are the key men in this camp organization.

Besides the teachers of agriculture who act as counselors, the camp staff consists of the director, waterfront director, recreation director, cook, cook's helper, dishwasher, nurse, handy-man and caretaker.



Long Pond Oswegatchie F.F.A. Camp, N. Y.

Members of the F.F.A. chapter and the students enrolled in veterans classes at Evergreen, Louisiana, are pooling orders for fruit trees. Some time is given in the instructional program of each group to the planning of home orchard needs, including tree varieties.

Student teachers contribute to departments

(Continued from Page 273)

tion to the farm shop equipment by constructing a gas welding table complete with fire brick. Old pipe that the school had on hand was used in making the framework.

Donald Bergman brought the department's filing system up to date. He made a list of bulletins present, listed how many copies of each were available, and ordered additional copies of those which were in short supply.

Contributions other student teachers in Colorado have made to the agricultural training centers are: organizing and revising a complete four year course of study; setting up and organizing a complete filing system of bulletins according to the approved Colorado system; outside work with F.F.A. parliamentary procedure, crops, and poultry teams; construction of training aids; and outside work with F.F.A. public speakers.

Yes, student teachers contribute to agricultural departments, and to the profession of which they will soon be a part. The future of vocational education in agriculture would seem to be definitely assured, if the student trainees who are practicing in Colorado high schools are any indication of the kind of agriculture teachers we will have in the future.

Summer FFA activities

(Continued from Page 284)

should be sent to cities and groups for the courtesies extended to the boys during the trip. A well-planned trip not only provides education and recreation for the F.F.A. members, but also stimulates a strong cooperative F.F.A. organization brought about by the close comradeship of the boys during the trip.

Another important summer F.F.A. activity that requires much planning and work is the county or junior fair. The fair, besides being prepared for well in advance, must be adapted to the local situation. Again the responsibility should be put on the shoulders of the active members with the adviser giving the necessary assistance and guidance when needed. Displays or booths should be neatly arranged and should convey the idea in a single glance. A well organized fair does much to boost the chapter program and gives the entire school desirable publicity.

It should be emphasized that summer F.F.A. activities should be a continuation of your regular F.F.A. school term program as outlined in the annual program of work. A strong chapter will carry on throughout the summer and will be a vital cog in the shaping and building of a well-rounded personality and character in each member. The adviser must keep abreast of the times and build toward a more active Future Farmer summer program.

Approximately 400 Ohio F.F.A. members and advisers attended the state camp which consisted of two camping periods starting August 1 and continuing to August 14, 1948.

BOOK REVIEWS

STARTING AND MANAGING A FARM, by C. M. Hampson, pp. 250, illustrated, published by McGraw-Hill Book Company, Inc., list price $2.60. Part I deals with the problem of what one may expect from farming; Part II presents part-time farming as a means of earning additional income and Part III sets forth information concerning farming for a living. The purpose of the text is to help beginners get a proper start in farming and to help them farm successfully. Based on 35,000 farm records from 31 states, this book is applicable to all common types of farming in all parts of the United States. The subject matter is well chosen and clearly presented. The text should prove helpful to agricultural instructors as well as to veterans and others who wish to make a good living at full-time farming, or to those who wish to farm part-time while employed at other work.—A. P. Davidson, Kansas State College.

A. P. Davidson

* * *

FRUIT SCIENCE, by Norman Franklin Childers, pp. 630, illustrated, published by J. B. Lippincott Company, list price $5.00. Twenty-two chapters cover in an authoritative and practical manner the science and practice of growing orchard and small fruits. Excellent photographs, drawings, and tables enrich and clarify the text material. This book was written to serve as a basal text in college, but is admirably suited to serve as a valuable reference for high school vocational agricultural students. The text is admirably fitted for Veterans On-Farm training students.—A.P.D.

* * *

VEGETABLE SCIENCE, by H. D. Brown and Chester S. Hutchison, pp. 452, illustrated, published by J. B. Lippincott, list price $5.00. This text covers the principles and practices involved in the production and marketing of all the important vegetables. The twenty-four chapters are profusely illustrated with well chosen subjects, excellently photographed. The business aspects of growing and marketing commercial vegetable crops is given special attention. Efficient and economical methods of home gardening are also given careful consideration. This text should prove helpful to vocational agricultural students and teachers as well as to Veterans On-Farm trainees and their instructors.—A.P.D.

Arranging for visits

(Continued from Page 283)

farming program including records, suggestions made for improvements, problems to be taken up on the next visit and the approximate date the next visit should be made. Visits should be timed so that they occur when the most help and advice can be given, to insure the greatest success in the farming program. If this is done, parents will gradually develop confidence in the successful carrying through of planned projects and are much more willing to co-operate in planning expansion of the farming programs of their sons.

For the chance visit that finds no one at home, and if any inspection can be made, a written report should be made out and left, telling of the condition in which the instructor has found the various enterprises in the farming program, with any suggestions he may want to make, and, perhaps, when he will visit again. This report can be left in a conspicious place.

Standards for measuring progress

(Continued from Page 281)

pened—the veteran either strengthened his plan or was interrupted from training. In order to remain in training, the trainee must give evidence throughout the year that he will satisfactorily accomplish the plan that was set up and tested.

At this stage in the utilization of the training standards two very important values have become evident. First, they are advancing the practice of scientific agriculture. The veteran is now more apt to succeed because he can no longer afford to follow inadequate and outdated farm practices. He learns the value of improved practices and techniques by actually putting them into effect on his own farm.

Second, the individual training phase of the program has been greatly aided. The recommendations provide an almost limitless source of jobs to be taught. No longer is the instructor faced with the question of what job should be taught the trainee, and when. Now, the veteran, knowing what he must do in the way of specific practices and improvements, comes to the instructor and asks that he be taught the things that meet his training needs.

COTTON*

GOALS	Sugg. Poss. Score	Adopted Co. Poss. Score	Individual Score
1. Plant only variety approved or recommended by the Experiment Station not more than three years from breeder.	20		
2. Plant only treated seed	10		
3. Follow experiment station recommendations in use of fertilizer	15		
4. Follow approved practices in spacing	5		
5. Follow recommended cultivation practices	10		
6. Poison for boll weevil if infestation exceeds 25 per cent	10		
7. Pick and gin while dry to obtain high grade	10		
8. Market according to approved plan. (Use Smith-Doxey classing service if practical.)	10		
Total	90	90	

*Section of form used for evaluating accomplishments o veterans enrolled in on-farm training in Mississippi.

OUR LEADERSHIP

YOURS HAS BEEN a remarkable career embracing nearly half a century of service to both education and agriculture. As the first teacher of agriculture in any American high school you inaugurated in 1904 a new concept which provided field practice in combination with class room instruction.

H. O. Sampson

Today that fundamental principle of vocational education in agriculture is established, thanks to your foresight. For your pioneering venture with that first group of farm boys in a little Pennsylvania village, you have won recognition throughout the nation.

Your decision to come to New Jersey in 1918 marked the beginning of a new epoch for our rural youth seeking instruction in agriculture. Under your very competent staff, increasing numbers of boys have enrolled each year. Your reward has been the satisfaction of sharing in their achievements in the many fields for which you helped to prepare them.

Of equal significance has been your influence upon your associates. A true and respected gentleman, you have won the esteem and regard of all for your integrity, patience, tact and unselfish devotion to others.

The State Board of Agriculture desires to express with this CITATION FOR DISTINGUISHED SERVICE TO NEW JERSEY AGRICULTURE, its appreciation for your many outstanding contributions.—W. H. Evans.

* * *

MR. E. R. ALEXANDER is professor and head of the department of agricultural education at the Agricultural and Mechanical College of Texas. He received the B. A. degree from Baylor University, Waco, Texas, the B.S. and M.S. degrees from the Agricultural and Mechanical College of Texas and has taken additional work at Iowa State College and the Univ. of Texas.

E. R. Alexander

Mr. Alexander had experience as a high school teacher, principal and superintendent of schools from 1914 to 1919. From 1919-1921 he was a part-time teacher and student at the A. and M. College following which he served as a teacher of vocational agriculture for two years before becoming a member of the college staff in 1923, where he has been located continuously except for a leave to work with the U. S. Department of Agriculture from June, 1938, to August, 1939, and with the Texas Farm Bureau six months in 1941.

Mr. Alexander is the author of a high school text in agriculture.

OFFICE

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t—teacher trainers
rt—research workers
sms—subject matter specialists
s—supervisors
ds—district supervisors
it—itinerant teacher trainers
Nt—Negro teacher trainers
fms—farm mechanics specialists
as—assistant supervisors
FFA—specialist FFA

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

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t—J. C. Cannon, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
as—H. R. Culver, Auburn
as—B. F. Dilworth, Auburn
as—H. W. Green, Auburn
as—J. L. Dailey, Auburn
t—S. L. Chesnutt, Auburn
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t—D. N. Bottoms, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—R. L. Donald, Tuskegee

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sms—Halbert W. Miller, Phoenix
t—H. W. Cline, Tucson
t—W. A. Schafer, Tucson

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s—C. R. Witkey, Little Rock
as—S. D. Mitchell, Little Rock
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ds—George Sullards, Jonesboro
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Nt—L. R. Gaines, Pine Bluff

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s—B. J. McMahon, San Luis Obispo
rs—B. R. Denbigh, Los Angeles
t—Howard F. Chappell, Sacramento
rs—A. G. Rinn, Fresno
rs—J. C. Gibson, Los Angeles
rs—G. A. Hutchings, San Luis Obispo
rs—M. K. Luther, San Jose
rs—R. H. Pedersen, Fresno
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t—H. H. Burlingham, San Luis Obispo
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo
sms—John D. Lawson, San Luis Obispo

COLORADO
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s—A. R. Bunger, Denver
as—Irwin C. Elliott, Denver
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t—E. J. F. Early, Ft. Collins

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

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s—W. L. Mowlds, Dover
t—Paul M. Hodgson, Newark
Nt—Wm. R. Wynder, Dover

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s—Harry Wood, Tallahassee
t—E. W. Garris, Gainsville
t—W. T. Lofton, Gainsville
ds—J. G. Smith, Gainsville
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ds—T. L. Barrineau, Jr., Tallahassee
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as—C. M. Reed, Carrollton
as—J. N. Baker, Swainsboro
as—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
t—W. R. Brown, Athens
sms—A. O. Duncan, Athens
FFA—T. D. Brown, Atlanta
FFA—A. L. Morris, Atlanta
Nt—Alva Tabor, Fort Valley
Nit—S. P. Fugate, Fort Valley

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as—Riley Ewing, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

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

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

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

IOWA
s—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
as—G. F. Barton, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames

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

KENTUCKY
d—Watson Armstrong, Frankfort
s—E. P. Hilton, Frankfort
as—B. G. Moore, Frankfort
as—S. S. Wilson, Frankfort
as—Floyd Cox, Lexington
as—W. C. Montgomery, Frankfort
t—Carsie Hammonds, Lexington
t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort

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

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

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

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

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

MINNESOTA
d—Harry C. Schmidt, St. Paul
s—G. R. Cochran, St. Paul
as—W. J. Kortesmaki, St. Paul
t—M. J. Peterson, St. Paul
t—H. W. Kitts, St. Paul

MISSOURI
d—Tracy Dale, Jefferson City
s—C. M. Humphrey, Jefferson City
ds—J. A. Bailey, Jefferson City
ds—Joe Moore, Mt. Vernon
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck, Columbia
as—E. E. Gross, Hattiesburg
as—E. W. Holmes, Oxford
as—V. P. Winstead, Morton
as—T. V. Majure, Utica
as—A. E. Strain, Long Beach
t—V. G. Martin, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
t—J. E. Bond, State College
sms—D. W. Skelton, State College
sms—A. E. Strain, State College
Nt—A. D. Fobbs, Alcorn
Nt—A. G. Gordon, Alcorn

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

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

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

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

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

NEW MEXICO
s—I. C. Dalton, State College
t—Carl G. Howard, State College

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

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

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

OHIO
d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
as—W. G. Weiler, Columbus
ds—R. O. Bolender, Columbus
ds—F. J. Ruble, Columbus
ds—D. R. Parkey, Columbus
t—Ralph E. Bender, Columbus
t—W. F. Stewart, Columbus
t—Harold G. Kenestrick, Columbus
t—R. J. Woodin, Columbus
rt—Ray Fife, Columbus

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

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

PENNSYLVANIA
d—Paul L. Cressman, Harrisburg
s—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
s—Nicholas Mendez, San Juan (on leave)
s—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta Henriques, San Juan
ds—Frederico Carbonell, San Juan
ds—Juan Melendez, Cayey
ds—Gregorio Mendez, Arecibo
ds—Nicolas Hernandez, Aquadilla
t—Juan Robles, Mayagues

RHODE ISLAND
st—Everett L. Austin, Providence

SOUTH CAROLINA
d—W. E. Gore, Columbia
ds—W. M. Mahony, Honea Path
ds—W. R. Carter, Walterboro
ds—F. L. Barton, Chester
ds—C. G. Zimmerman, Florence
t—J. B. Monroe, Clemson
t—B. H. Stribling, Clemson
t—T. E. Duncan, Clemson
t—F. E. Kirkley, Clemson
t—W. C. Bowen, Clemson
t—T. A. White, Clemson
Nt—Gabe Buckman, Orangeburg

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

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

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

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

VERMONT
d—John E. Nelson, Montpelier
s—C. D. Watson, Burlington
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
ds—W. R. Emmons, Boykins
ds—J. O. Hoge, Blacksburg
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. O. Dudley, Appomattox
ds—J. A. Hardy, Pulaski
N-ds—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—J. R. Thomas, 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. Olsen, Olympia
as—J. W. Evans, Olympia
as—J. W. Evans, Olympia
as-t—E. M. Webb, Pullman
as-t—Oscar Loreen, Pullman
fms—Dave Hartzog, Pullman

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

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

WYOMING
d—Sam Hitchcock, Cheyenne
s—Percy Kirk, Cheyenne
t—Jack Rach, Laramie