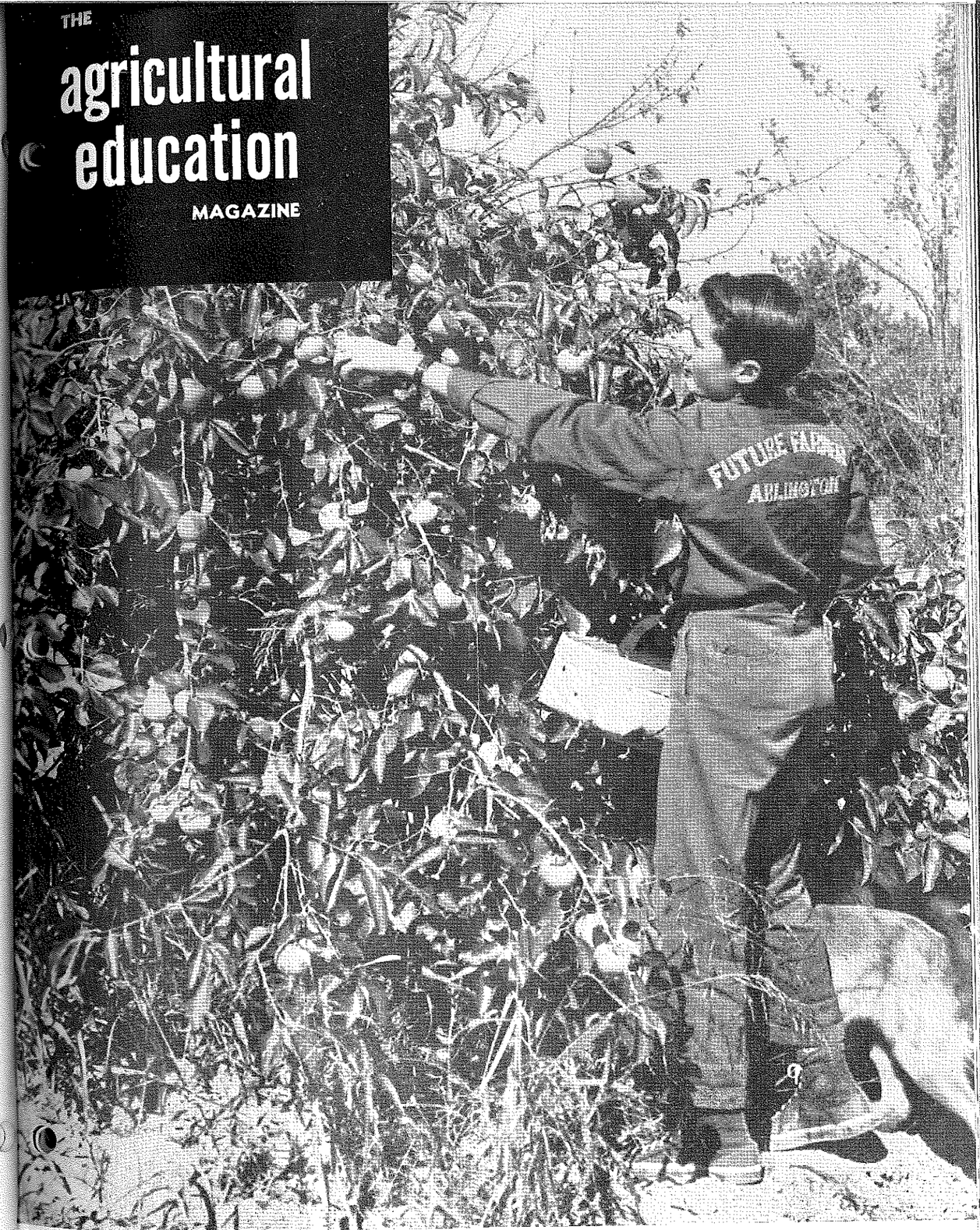
THE

agricultural education

MAGAZINE



Roy Santerre, Arlington, Texas, picking persimmons in his orchard.
—Courtesy, The Texas Future Farmer

DECEMBER, 1948
VOLUME 21
NUMBER 6

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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Subscription price, $1.50 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville Illinois. Foreign subscriptions, $1.75. Single copies, 15 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

THE INTERSTATE DANVILLE, ILL.

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President of Section: H. C. Fetterolf, Vice-President for Agricultural Education, Harrisburg, Pennsylvania.

Secretary: Louis M. Sasman, Chief, Agricultural Education, Madison, Wisconsin.

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TUESDAY—November 30—9:00 A.M.
Training Instructors for Vocational Agriculture
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Secretary: Carl Humphrey, Director, Agricultural Education, Jefferson City, Missouri.
Welcome: Milo Swanton, Secretary, Wisconsin Council of Agriculture, Madison.
Some International Observations of Vocational Agriculture: H. C. Fetterolf.
Participating Experiences for the Training of Instructors in Agriculture: W. A. Smith, Department of Rural Education, Cornell University, Ithaca, New York.
Upgrading Instruction Through a Graduate Program: H. M. Hamlin, Department of Agricultural Education, University of Illinois, Urbana.
Discussion.

TUESDAY—November 30—1:30 P.M.
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Secretary: R. W. Cline, Department of Agricultural Education, University of Arizona, Tucson.
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Secretary: A. P. Fatherree, State Supervisor, Agricultural Education, Jackson, Mississippi.
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D. J. Howard, First-Assistant Superintendent of Public Instruction, Richmond, Virginia; Discussion Leader, F. R. Birkhead, High School Principal, Antioch, Illinois; Mahlen Moore, High School Principal, Midland, Michigan; Lewis Harris, Superintendent of Schools, Floodwood, Minnesota; R. F. Lewis, Superintendent of Schools, Waukesha, Wisconsin; Marshall F. Grosscup, Instructor in Agriculture, Jesup, Iowa.

WEDNESDAY—December 1—11:00 A.M.
Trip to Dairy Farms (Secure tickets when you register)
Busses will be provided and noon dinner will be served at Wern Farms.
Other farms visited will be the David Evans farm and Pabst Farms, all in Waukesha County.
Return at 5:30 P.M.

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Supervisors' Breakfast: H. C. Fetterolf, in charge.
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Chairman: C. R. Wilkey, State Supervisor, Agricultural Education, Little Rock, Arkansas.
Secretary: J. N. Weiss, Department of Agricultural Education, University of Illinois, Urbana.
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Conducting Individual Instruction: Instructor from Oklahoma.
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THURSDAY—December 2—1:30 P.M.
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Chairman: Byron J. McMahon, Chief, Bureau of Agricultural Education, San Luis Obispo, California.
Secretary: C. H. Bonsack, Teacher Trainer in Agriculture, Madison, Wisconsin.
Conducting the Instructional Program: N. N. Rowe, Instructor in Agriculture, West Salem, Wisconsin.
Local, State and National Organizations of Young Farmers: John B. McClelland, Department of Agricultural Education, Iowa State College, Ames Iowa, Chairman; Ralph E. Bender, Department of Agricultural Education, Ohio State University, Columbus, Ohio; Elvin Downs, Acting State Director, Agricultural Education, Salt Lake City, Utah; H. L. Fry, Instructor in Agriculture, Rabun Gap, Georgia.
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Appointment of Committees.

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Secretary: Ernest L. DeAlton, State Supervisor, Agricultural Education, Fargo, North Dakota.
The National Program of F.F.A.: Dr. W. T. Spanton, Chief, Agricultural Education Service, U. S. Office of Education, Washington, D.C.
Why We Believe in the Program of the F.F.A.: W. A. Roberts, Vice-President, Allis-Chalmers Mfg. Company, Milwaukee, Wisconsin.
The Place and Problems of Awards in the F.F.A. Program: H. W. Deems, Assistant State Supervisor, Agricultural Education, Lincoln, Nebraska.
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FRIDAY—December 3—9:00 A.M.
Vocational Agricultural Instructors' Section.
Chairman: Lionel E. Cross, California.
Consideration of National Organization.
Reports of Committees.

SATURDAY—December 4—9:00 A.M.
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Secretary: Harold Duis, Instructor of Agriculture, Fairbury, Nebraska.
The Nature of Cooperative Activities in the F.F.A.: Mark Nichols, Director of Youth Education, American Institute of Cooperation, Washington, D.C.
Cooperation in Soil Conservation Education: Delmar K. Somerville, Assistant Superintendent, Jackson County Schools, Ripley, West Virginia.
The Junior D.H.I.A. Program in Wisconsin: B. R. Dugdale, Secretary, Wisconsin Dairymen's Association, Madison, Wisconsin; Howard Askov, Instructor in Agriculture, Osceola, Wisconsin.
Business Meeting: Agricultural Section, H. C. Fetterolf presiding.

F.F.A. and N.F.A. Banquets

F.F.A. parent-son banquets

H. D. GARVER, Adviser, Merriman, Kansas

H. D. Garver

"FATHER and Son" banquets came into being years ago when parents apparently first realized that they had sons and that something should be done about it (or them). Father, the stern half of the parental principals, would sit down to a meal of meat loaf, a sad salad, cold coffee—all topped off with a dessert consisting of a dejected bit of disguised bread pudding. No offense intended, but too often it was the best the good church ladies could do; and they did have to raise money for a new piano in the Sunday School.

Yes, the Father-Son banquets of earlier years left mother out. She, who had worried through all the trials and tribulations of son's pre-teen age years, had no part in the annual get-together. But, at long last, mother has come into her own, and now she is seated (with son's help as per Emily Post), at the festive board. Father has moved over, and we now have the Parent-Son Banquet. And that is as it should be.

Purpose of Banquets

Now, comes the question, "What is the purpose of an F.F.A. Parent-Son Banquet?" Let us assume it is for relaxation, fellowship, entertainment, and maybe with just a wee bit of promotion. It is highly desirable that parents and "certain guests," become acquainted with the activities of the chapter and the department of vocational agriculture. After all, they are the ones who pay the bill, and so should know what they are getting for their money. This is a rather large order for any one chapter activity. It cannot all be accomplished in one evening, but much can be done.

The Shawnee-Mission chapter located at Merriam, Kansas has tried out just about every conceivable kind of Parent-Son banquet in its twenty year history. Programs have been planned to give each member a chance to perform before his proud parents. Committee reports, individual reports of farming programs, plays, skits, pageants, musical numbers, and just about everything in the book have been incorporated in, or nearly in, one program. After about two and one-half hours the honored parents pried themselves out of their chairs and staggered home. Promotion? Yes, but how about relaxation, entertainment and fellowship? Too much of anything, no matter how good, is still too much.

Profiting by experience, Shawnee-Mission's annual Parent-Son dinner has been streamlined. No program in later years has been over an hour and a half long, exclusive of eating time. No part of the prepared program is presented while food is being eaten. Fellowship abounds while old friends visit or new friends are made. Finally, after the last dish is cleared away, the master of ceremonies (he is still called "toastmaster"), takes over.

Radio has done much to emphasize the value of a fast moving program. With this fact in mind, Shawnee-Mission's performers are thoroughly drilled beforehand. As one number nears its end, the participants of the next one have their chairs pushed back and ready to "go on." Then too, variety is a "must" on every program. Music is an excellent means of breaking up too much talking. One year this chapter had a boogy-woogy artist, at another time a hot lipped trumpet player, and for four years a member who could, would and did give humorous readings.

Even talks can be varied to avoid monotony. Each year, a Green Hand is selected to give the F.F.A. Creed, and is thoroughly trained in its delivery. Sometimes it is necessary to have the Creed followed by another talking number. The promotional angle is taken care of by having one boy give a ten minute talk on the chapter's yearly program. This has been found to be more desirable than having a number of boys popping up all over the room and doing the same thing.

Human beings the world over are lovers of ritual. So, each program is planned to present one of the several F.F.A. rituals. If an honorary member is to be taken in, it is done so by ritual. Or, sometimes, the Chapter Farmer degree is conferred. This last item has a double value. Green Hands who failed to qualify often find the parental eye on them at this stage of the program.

Comes now the inevitable banquet speaker. A banquet without a speaker would be just as unorthodox as a banquet without food. And "both had better be good, if a good time is to be had by all." Speakers are not necessarily selected for their ability to speak on an agricultural subject. One year, Alvin S. McCoy, a feature writer for the Kansas City Star, and the only newspaper man on board the carrier USS Franklin when it was bombed, told of his experiences. He didn't know a thing about farming, but he did know what to do with a chapter raised battery broiler. Another speaker was President Harold Vagtborg, of the Mid West Research Institute. He spoke on the possible effects of atomic research on agriculture, as well as other scientific wonders just around the corner. Needless to say, both these speakers held their audiences. But, no more so than Mr. R. S. Pebworth of the Sears, Roebuck Foundation who spoke in conjunction with the showing of the new Sears film, "That Inspiring Task." This film was of special interest to the Shawnee-Mission boys as many of them were used in filming the final scene of that splendid picture.

Financing Banquet Costs

The cost of banquets are usually financed by outright sale of tickets to members on a per plate basis. However, the rising cost of everything, made it advisable this year to try another method. This year's banquet was on a "Pot Luck" plan. Each family brought a hot covered dish of chicken and noodles, bread and butter, and a dessert. This eliminated the need for charging anything at all for the banquet. Extras, such as printed programs, napkins, and the like were

(Continued on Page 127)

The Honorary Degree is conferred on Superintendent Howard D. McEachen at the 18th annual F.F.A. Parent-Son Banquet.

Banquet values

(An Editorial)

H. N. Hansucker

BANQUETS can be an ideal vocational agriculture and F.F.A. public relations activity but too often, due to lack of planning and an understanding of the values to be attained, they result merely in a "big feed" and sometimes there is even a shortage of food. Future Farmer banquets should be held to accomplish specific purposes. When desirable purposes cannot be accomplished, a banquet is seldom worth the effort required and probably *should not* be held.

Why stage a banquet? This is a question which the F.F.A. chapter membership should discuss and, answer several weeks in advance of the scheduled date. It is essential that the purposes for holding the event be enumerated before the committees for planning the banquet begin work in such matters as invitations, finances, program, menu, transportation and decorations. Since mothers are usually as interested in their son's progress in vocational agriculture as are the fathers, Parent and Son banquets are to be preferred to Father and Son banquets, customarily held by many chapters.

The annual F.F.A. banquet may be the high point in the chapter's annual program of activities. Members look to the banquet with interest and anticipation. It may serve well as the place for giving the annual F.F.A. and vocational agriculture report on accomplishment to parents and school officials. It makes good newspaper publicity. It will develop much good will and support for the program of vocational agriculture. Yet, these and other values will not result unless they are recognized and planned in advance.

Banquets Are To Honor Parents

Most banquets are held to honor the parents yet less than fifty per cent of the members frequently have their parents attend. All programs are intended to inform and acquaint those present with the work of the vocational agriculture department and the F.F.A. chapter activities, yet too many fail to enumerate important F.F.A. accomplishments and to mention anything at all about the vocational agriculture program in the local school. Banquets afford an outstanding opportunity for training in leadership and public speaking, and for developing an appreciation of the fine work the boys and teachers are doing. Some chapters pass up this opportunity by having adult guest speakers on topics often foreign to the real interest of the group. Leadership ability and interest are provided through maximum student participation which is centered around their accomplishments and future plans, especially those relating to farming. Banquets should broaden acquaintances and develop a spirit of good feeling among the boys, parents, teachers and guests. This too, may not be fully realized unless the welcoming committee and the entire membership are aware of the importance of introducing everyone and of making them feel at ease.

Other values of a banquet include the following: Offers an opportunity for explaining future plans of the department; develops a pride in the high school; encourages cooperation between the department of vocational agriculture and other divisions of the school; brings parents and others in closer contact with the school and affords an opportunity for exhibiting the work of the various departments.

Once started an F.F.A. Parent and Son banquet usually is repeated as an annual affair. This is to be encouraged. In fact, every F.F.A. chapter should have some kind of an annual "get-together" for parents regardless of whether it is a banquet, a barbecue, or an open-house party. However, in all such activities, the educational as well as the social aims, purposes and values to be derived should be given much consideration and serve as a guide in making the detailed plans. —H. N. Hansucker, State Supervisor, Virginia.

The night we burned the F.F.A. mortgage

DAN F. CHAVEZ, Adviser, Tolleson, Arizona

THE BOYS in the Tolleson F.F.A. chapter, their parents and the community shared a real feeling of pride and satisfaction the night of the "big fire." Yes, we took advantage of a milestone in our chapter's history to show folks one example of our chapter's progress.

In 1943 we secured a $3,000.00 loan from P.C.A. and purchased two Ford-Ferguson tractors, two mowers, a disk, moldboard plow, harrow, renovator, tool bar and attachments. This loan was later re-financed through the Valley National Bank. The equipment was used in our farm mechanics classes and was used on a rental basis by the boys on their farming programs. When the machinery was not being used by the students, it was available to the general public at prevailing custom rates. Four years from the time of purchase we were debt free, and this was the occasion for our Parent-Son, Mortgage-Burning Banquet.

The banquet was organized to educate. It educated the students through delegation of responsibility involved in planning and putting on the banquet, and the interest it created carried over to the classroom. Under these conditions each student felt that he was a part of a successful F.F.A. and agriculture department. He wanted to be a part of this successful group. The learning process became much easier when he was so motivated. The banquet also educated the parents and the community by showing what the F.F.A. had done and how it had been accomplished.

Educational Program

Our local banker was the guest speaker of the evening and he explained the purpose, value and method of using credit. After thanking the businessman, our chairman outlined the story leading up to the occasion and told how our chapter and the F.F.A. throughout the nation operates. With appropriate ceremony the banker presented the mortgage to our chairman who proceeded with the highlight of the evening—burning the mortgage.

The banquet was one more educational tool in the teacher's sales kit. Before the people can be sympathetic to the agricultural program, they must understand what is being done. The mortgage burning presented an excellent opportunity to show results in terms of their own sons. Yes, the boys in the Tolleson F.F.A. chapter, their parents, and the community shared a real feeling of pride and satisfaction the night of the "big fire."

The cancelled mortgage used to purchase two tractors and equipment was burned at the F.F.A. banquet.

Some benefits from N.F.A. banquets

G. W. CONOLY, Teacher Education, A. & M. College, Tallahassee, Florida

G. W. Conoly

IN recent years N.F.A. banquets have become very popular, but greater benefits can be derived from them by more intelligent planning and preparation for them.

First, let us examine the purposes of the Parent-Son banquets in a community that is served by vocational agriculture. These objectives may be briefly stated as follows:

1. To sell the N.F.A. program and vocational agriculture to the parents, the school officials, and the teachers
2. To develop good public relations between the school and its patrons
3. To provide leadership training for the N.F.A. members
4. To encourage cooperative effort
5. To provide a purposeful social activity by serving a well prepared feast "off the good of the land"

If we accept the five objectives, then we must decide what balance they should have in order to make for a well planned program. This balance is important if the banquet is to run full length with an interesting, challenging program that will accomplish results. We shall discuss how each of these objectives may be carried out in preparing for the N.F.A. banquet.

Selling the N.F.A. Program and Vocational Agriculture

This part of the banquet program should be built around the activities of the boys, including their leadership participation in the New Farmers of America on the local, state and national levels, their supervised farming programs, and their cooperative chapter projects. Most of the banquet program should deal with these activities in order that the public may learn what the boys are doing and at the same time get an understanding of the importance of the N.F.A. to the school for training the boys in rural leadership.

The N.F.A. objectives in the Guide might be briefly presented in this part of the program, and the N.F.A. creed may be recited and explained by one of the boys. Attention could be called to the fact that the first part of every sentence of the N.F.A. creed states what the boys believe, and the rest of each sentence tells what the boys plan to do. Next it might be appropriate for a member to give the local chapter objectives and what the boys have accomplished to date. A detailed report of a few of the best farming projects of individual members should be given, because the financial returns from these projects certainly will be of interest to everyone present. The importance of this opportunity to present the aims and activities of the N.F.A. program and the benefits of this program to the community cannot be overstated.

Public Relations

Maintaining good public relations should be made a vital part of the banquet program, but this phase of the program should be handled with special care. By inviting to the banquet those who are working to provide better leadership training for farm youth the N.F.A. banquet affords a splendid opportunity to enlist their continued good will, cooperation, and help. It is very important that the visiting state and county officials, the parents, and former N.F.A. members are convinced through the information presented to them in an interesting way that the N.F.A. work is a vital part of the educational program of the country, that it leads to profitable and useful employment in farming and at the same time promotes the development of good citizenship with the rural farm boys of the community.

Leadership Training

Participation in the banquet program provides excellent opportunity for leadership training for the boys. The groundwork for leadership training should be laid in planning for the banquet. The boys should plan the program, the menu, the guest list, the helpers, the arrangements for guests, and make complete preparations for the activities of the evening. They should also be in charge of the program during the banquet and be well trained to perform their parts in the program. At a later chapter meeting the local chapter might discuss the strong and weak points of the banquet program in order to strengthen and improve it for the following year.

Cooperative Effort

Too much emphasis cannot be placed on the opportunity for cooperative effort in planning and holding a successful N.F.A. banquet. This is an occasion where committee work can be made to play a great part. If committees are used to work out different phases of the dinner and program, the experience gained in cooperation will not only be beneficial on this occasion but will help develop the boys' ability to organize other cooperative activities in their communities. Every phase of the banquet should have its committee, and in this way it is possible for every member to participate in the activity in a democratic way. These committees may have one or two joint sessions so that the work of each committee may be criticized, modified, and finally approved by the whole membership of the local chapter. Subject to the adviser's suggestions, the activities of the evening's program should be left with the boys to work out in cooperation together.

The Banquet

Serving an attractive, well balanced banquet of tasty food is, of course, the first essential to directing the appreciation of the guests to the labors and hospitality of their young hosts. Generally, the more complete the courses served, the more successful the banquet will be. The educational purposes of the banquet will be strengthened by calling attention of the guests to the items of food on the menu which have been produced by the young farmers themselves. In addition to the home-grown food served, a good exhibit of farm products produced by the boys will help to impress the visitors with the fact that the boys are real farmers and grow their own produce. This exhibit, if well selected and arranged, may also be good evidence that they are carrying an all-round farming program. In addition to serving a useful purpose in acquainting the citizens of the community with the worthwhile work of the N.F.A., it must be remembered that a banquet is a time of good cheer and that one of the principal functions of the celebration is to help contribute to the community spirit of good will and friendliness. It is these values which the N.F.A. seeks to foster, for they are the foundation of good working relationships, prosperity, and satisfying farm life in the community.

The boys should keep in mind that the N.F.A. banquet, though performing a vital public relations function, is the outstanding social occasion of the organization for the year and that they should perform with cordiality and dignity their part as hosts. The selection of a good toastmaster is essential to the success of the banquet, and it is an excellent idea to have the boys compete for this place of outstanding leadership. Presiding at the banquet should be considered a great honor which every boy should be willing to work to attain. After the boys have demonstrated their skill in presiding over a group meeting, the local chapter should elect the toastmaster for the banquet.

Care should be taken to allow just the right amount of time for the program so that it will not drag into the late hours of the evening. There are two methods in general use in conducting banquets. One is to have the program in the chapel and then go to the dining hall for the banquet. The other plan is to have both the banquet and the program in the dining room. It is our belief that the latter method is the better. Whichever method is used, however, we should keep in mind that "few souls are saved after two hours." Let's have good banquets!

The annual national convention of New Farmers of America was held at Tuskegee Institute, Tuskegee, Alabama, August 11-18, 1948. It was designated as the "Home Coming Convention" because the N.F.A. was organized at Tuskegee in 1935.

* * *

The Clewiston, Florida, F.F.A. chapter has leased 450 acres of land from the state to use for forestry purposes and for livestock grazing.

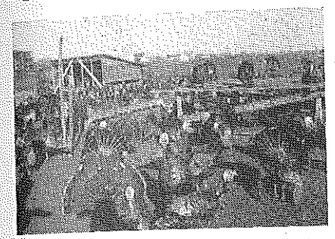
* * *

The national N.F.A. officers elected to serve for the year 1948-49 are as follows: Rufus Seals, Lexington, Kentucky, President; Charles C. Jackson, Rhodesdale, Maryland, First Vice-President; Robert Jackson, Millbrook, Alabama, Second Vice-President; Thomas Bittle, Chesterfield, South Carolina, Secretary; Willard Dallas, Ada, Oklahoma, Treasurer; and Frank M. Harris, Covington, Tennessee, Reporter.

F.F.A. banquets at Beloit,

HOWARD R. BRADLEY, Adviser, Beloit, Kansas

THE BELOIT, Kansas, F.F.A. chapter holds two banquets each year as part of their chapter activities. One is the regular Parents and Son Banquet held near the close of the school year. The other banquet, held before the Christmas holidays, is called our Turkey Feed Banquet, or commonly referred to by the F. F. A. members as our "stag" turkey feed. The latter activity has been accepted by our members as one of the social events of the year that they enjoy, probably due to the elimination of the formality found in our regular Parents and Son Banquet. The combination of the two banquets each year offers excellent training in cooperation and group leadership.



Birds selected from flocks grown by chapter members are used for the annual turkey feeds at Beloit.

Early in the school year the chapter officers meet and set a date for our chapter activities. We have been using the second Monday night in December for this Turkey Feed. The date is placed on the high school schedule as well as on our chapter calendar.

Committees for the turkey feed are set up before November 1, and are thus listed in the annual program of work. Committee assignments include: program, menu, food preparation, food serving, dinning room preparation, dish washers, and general overall clean up.

Turkey and Trimmings

The menu has been quite similar over a period of years, due to the type of food desired for the occasion and the type of food that is easily transported from the homes of the boys. The meal centers around roast turkey with all the trimmings—mashed potatoes, green beans, salad, pie, rolls, celery, etc.—for a holiday menu. The committee places on a blackboard the different items on the menu and the portion of food needed by each member as his part of the banquet. Each F.F.A. member after consulting with his parents, writes his name under the item of food that he can bring as his portion of the meal. All items on the menu are donated by the members except turkeys and buns.

For the last feed, three 30-pound broadbreasted turkey toms were selected by Keith Wiles from his F.F.A. farming program and sold to the chapter at regular market prices. These turkeys were dressed and made ready for roasting as part of the regular class instruction.

When the day arrives for the turkey banquet there is much discussion among Green Hands as to who will wash the dishes, peel the potatoes, watch the stoves, and perform other duties. The teacher of home economics cooperates with the F.F.A. chapter, and the boys have access to the stoves after dinner on the day of the banquet and the kitchen and banquet room after school. This gives the boys plenty of time to peel potatoes, and have things in readiness by seven o'clock. The adviser's wife acts as an overseer to see that turkeys are placed in the oven on time, dressing made, and potatoes and gravy seasoned just right.

Seven o'clock arrives, and this means eating time for the boys. One hundred F.F.A. boys, officer's dads, high school men faculty, and other prominent men in the community are in line for the cafeteria style banquet. The F.F.A. officers have charge of serving the food as boys and guests move down the line that ends with a heaping plate of good food. The remaining food is placed in large pans and dishes and placed on the tables to be eaten family style.

After-Dinner Programs

Our members are in a jovial mood after eating together, so a rather frivolous type of program is planned including group singing of Christmas and F.F.A. songs, combined with a few short talks by F.F.A. members and guests. The opening and closing ceremony is used at this banquet and always adds a fitting opening and ending. Recreation is planned in the form of a short basketball game or volley ball that includes all that care to play except the Green Hands who act as the clean-up group, washing and wiping dishes, and getting the Home Economics department back in shape for the next day's classes.

Our turkey feeds have been successful, not necessarily because of the scrumptious food served, but because of the work on an activity in which the members have common interests. Through this activity the group learns to work and play together.

F.F.A. Parent-Son Banquets

(Continued from Page 124)

paid for out of the chapter's treasury. Food, other than that listed was provided by certain families who were unable to chase down a chicken, and so a well balanced menu was provided.

An outline of the streamlined program as present in recent years is shown herewith:

Invocation, by a previously selected member
Opening ceremony, by chapter officers
Uninterrupted eating of too much food
Welcome, by chapter president
The F.F.A. Creed, by a Green Hand
Program of work, by a senior
Conferring a degree, by chapter officers
Music, by a member
Speaker
Closing ceremony, chapter officers

Guests have been entertained, have had a good visit with friends, have learned something of the chapter's activities, and have gone home early—and relaxed. Or so, they said.

The F.F.A. chapter at Parsons, West Virginia, is sponsoring the printing of a monthly publication designated "The F.F.A. News."

* * * *

Fifteen members of the F.F.A. chapter at Crockett Mills, Tennessee, have purchased enough pecan trees to set 21 acres as a result of a chapter pecan project.

A majority of F.F.A. chapters stage banquets of some sort. Pictured herewith are the advisers and F.F.A. representatives of the Bakersfield, California chapter serving dinner at the annual banquet.

A public relations program for instructors of vocational agriculture

OSCAR W. LOREEN, Assistant State Supervisor, Pullman, Washington

THE PUBLIC has a definite interest in the high school program of vocational agriculture and is entitled to be fully informed of the importance, objectives and activities of the school and of the agriculture department. It invests its tax money and the time of its young people in the program. It is apt to be reluctant in making further investments if it isn't kept informed through a good public relations program.

At the same time, the instructor of vocational agriculture will take a greater pride in his work and will do a better job if he knows the public is interested and is watching the development of his program. Parents will take a more active part in activities in which they may be asked to cooperate when they are well informed. The same is true of the local business man. Not only will the instructor be inspired to do better work, but the same spirit of pride and cooperation will inspire the students to put forth greater effort and achieve higher goals of accomplishment.

There is no denying that the public relations programs of agriculture instructors have improved in recent years as is evidenced by the many news items and pictures that appear in the press relative to vocational agriculture and F.F.A. activities. Frequent radio broadcasts by F.F.A. members are also evidence of increased consciousness of the importance of this program on the part of the vocational agriculture instructor.

Methods Available

What are some of the methods available to the instructor of vocational agriculture which may be used effectively in bringing about good relationships between the vocational agriculture program and the community? Here are a few suggestions:

1. Clear and full understanding of the agriculture program by the school administration.

The school board and administrators must have a clear understanding of the objectives of the agriculture program and be "sold" on it, if the instructor of vocational agriculture is to receive their whole-hearted support and cooperation. This can be accomplished to a degree by simply talking to the principal and superintendent. However, greater success can often be accomplished by also asking these individuals actually to go out and see some of the supervised farming programs of the students, and talking to the parents. Many administrators enjoy seeing a judging contest, or watching boys exhibit stock or putting on a demonstration. In brief, the school administrators should be encouraged to visit the various activities and meetings in which instructors of vocational agriculture and the F.F.A. members take part.

2. The students should not be overlooked.

The instructor of vocational agriculture comes in daily contact with from 40 to 50 students. The importance of these boys as public-relations emissaries cannot be overlooked. It is a well-known fact, that what happens at school and what happens in relation to school activities is a very important subject of conversation in the home. Since this is true, it is important that the instructor be ever conscious of the importance of having his students well informed and having a clear understanding of the vocational program and its activities.

Students Convey Impressions

Not only is it important to consider this as of the present time, but to consider the importance of this phase of public relations in the light of the future. These boys, now students, are the citizens and voters of the future. The attitudes of these boys in the present and in the future will depend on how good a job the instructor of vocational agriculture is doing in meeting their individual needs.

3. The Advisory Committee can play an important part in a public relations program.

If an advisory committee for vocational agriculture does not already exist in the school, the instructor should give serious consideration to organizing such a committee. Such a group of nine to twelve citizens, chosen from all parts of the community and of varying ages, financial and religious standing, can be of very great value in helping the community to better understanding of the program. The importance of seeing that the advisory council is well informed is so obvious that little more need be said, except that the responsibility of properly informing this group rests largely upon the instructor of vocational agriculture.

4. The home visits are important.

Few other teachers are in the unique position of the instructor of vocational agriculture in that success of his work depends to a considerable degree on home visitations. (From the standpoint of public relations, this is important.) This should be looked upon, not as a duty or requirement, but a privilege.

When making a visit to the boy's home to discuss his farming program, many opportunities arise for talking over other phases of the agriculture program and school problems in general. Nearly all parents are vitally interested in their children's welfare and are glad to discuss mutual problems with the agriculture instructor. If parents know and understand what the school is trying to do, a high degree of cooperation can be expected.

5. Parents' meetings can play their part.

It is often desirable to call a meeting of the parents of the boys who are new enrollees in the vocational agriculture course to explain the program to them. This meeting offers a wonderful opportunity to give information to many people who are vitally interested in the school and especially the vocational agriculture department, since their boys are enrolled in it.

A well prepared presentation of the significance of the program to the boys and to the community should be made by the instructor of vocational agriculture. It would be very desirable to have a short discussion of the opportunities offered by the F.F.A. One of the members, if a very capable one is available, should discuss this phase of the program.

If successfully conducted, the parents will come away from this meeting with higher regard for the school and what it is trying to accomplish, and especially the agriculture department.

Other parent's meetings that are often held at the school, such as F.F.A. parent and son banquets, offer a wonderful opportunity for better understanding between the school and the community. No effort should be spared on the part of the instructor to make this event a real high-light of the school year, both for the boys and their parents.

Open-House Demonstrations

The importance of "open house," "back to school night" and P.T.A. meetings cannot be overlooked. One of the greatest difficulties, however, is to get a high percentage of parents to attend these meetings. If the P.T.A. would make a greater effort to present good programs, a greater attendance definitely would result. It must be kept in mind that there is a great deal of competition for attendance at meetings; and for the most part, people will attend those that are the most interesting. It must also be recognized that these meetings not only aid parents to understand the school and teachers better, but give parents an opportunity to make worthwhile suggestions for improving schools and teachers. This opportunity definitely should be provided.

6. Local service clubs welcome a chance to help.

Every service club is desirous of doing a good turn for any good cause. There is always an opportunity for the wide-awake instructor of vocational agriculture to talk or have F.F.A. members present a program at one of the regular meetings of a local service club. Very often opportunities will arise to present some of the needs of the agriculture department and the F.F.A. If the club has the right understanding and knowledge of what the department is doing, the result is obvious.

7. The newspapers welcome stories that will be of real interest to their readers.

Much has been said about getting timely news articles regarding the program of vocational agriculture and its doings into the local paper. In spite of all that has been said, we need to re-emphasize again their importance. People *do* read the local paper, and they are interested in what is happening at school and what their boys are doing.

One of the best ways of getting stories and news into the local paper is to have a reporter call at regular intervals to get the news. If such arrangements cannot be made, the instructor and the F.F.A. reporter must accept the responsibility of getting suitable material written and submitted to the press at regular intervals.

8. Radio programs are growing in importance as an information agency.

Many radio stations have their "farm directors" and they are always glad to cooperate with the local instructor of vocational agriculture in preparing and making a radio broadcast.

It goes without saying that any radio broadcast must be a *good* program. Better not broadcast at all than to present a mediocre program. Every F.F.A. has talent that, with time and effort, can develop a good program with proper help and guidance. The importance of this method of informing the public about the agriculture program should and can be used more.

Visual Presentations

There are many other opportunities open to the instructor of vocational agriculture for developing good public relations between the agriculture department and the community. These may be listed briefly.

a. Displays in "down town" store windows offer a wonderful opportunity to call the public's attention to some phase of work being carried on in the F.F.A. or by some of its members.

b. Demonstrations of skills learned in connection with studies in vocational agriculture are welcomed by many organizations and are not only an opportunity to tell about one phase of school work but add interest and good experience in the educational development of the participant.

c. Fairs and contests are very common activities in which students of vocational agriculture participate. The public is usually well informed about these activities, but the value of and reason for participation is not always clear. It would be extremely helpful and much more impressive if those participating wore more suitable clothes. F.F.A. official jackets are a great help in this respect and will probably be used more and more. Proper dress for these occasions is very important.

The importance of having exhibits properly labeled must not be overlooked.

d. Pictures, film slides, and movies are becoming more and more available. The instructor of vocational agriculture should so plan his work and activities as to make full use of these visual aids, not only in teaching the boys, but in showing and informing their parents and the community what the agriculture department is doing. "One good picture will often tell more than a thousand words."

Probably one of the greatest obstacles to developing such a full program is the lack of time. The local school administrator, as well as the vocational instructor, must realize the importance of this kind of work and allow time for it. The instructor must constantly evaluate his program in view of time requirements of its various phases. A little self-evaluation will not be amiss to see whether too much time is not being taken by some unimportant phase at the expense of a more important phase.

The interest, training, and capabilities of the instructor must also be considered. If he is a good public speaker, he should make use of this valuable asset. If he is a good "mixer," he can do much to further school interests with organizations of various kinds. Another instructor will have special talent along some other line. Every instructor of vocational agriculture should make full use of his own special abilities.

The public relations program is a continuing program. It must be given attention every week, every month, and every year to be successful.

Personal relations

GEORGE P. COUPER, Assistant Supervisor, San Luis Obispo, California

George P. Couper

TALKING to a group such as this on the subject of "personal relations" presents a difficult problem, for in the words of the mouth-wash or tooth-paste advertisements, there are many characteristics (besides halitosis) about which even your best friends refuse comment.

Our problem today is to pool the experiences you have had, some of you in many years of teaching agriculture, with my own experiences in just a little less than a quarter-century of dealing with people—and with words. Perhaps by putting together examples from these two types of occupations, we can arrive at some observations which will help us.

Mythical Characters

To reach this goal, we have set up eighteen mythical characters—all undesirable. Of course, *none* of them resemble any of us. We are just talking about them so that if you should ever happen to meet one, you could readily identify—and shun—him.

These are not necessarily in order of their serious consequences in the "personal relations" field, but merely as I have listed them. They are as follows:

1. Mr. *Mail Dodger*. Takes great pride in the amount of unopened mail which goes into his wastebasket. Considers all material sent out by the State Office—or any other public agency—to be bureaucratic rubbish. He gets things so generally mixed up that he is hazard—comes to state final judging contest on the wrong day or even the wrong week. Always writing in to know when something is going to happen. Orders supplies from the State Office which it has never carried—is surprised to learn this information is sent out each fall. *Never receives* his Future Farmer membership application forms or any other material so cannot *possibly* be blamed for not having them in on time.

2. Mr. *Quick Take-Off*. He's the fellow who loses his temper easily, and is probably continually sorry for something he did in haste. He hits first, and often hits the wrong person.

3. Mr. *Robinson Crusoe*. He lives in splendid isolation. He isn't a member of the school faculty, he's the DIRECTOR OF AGRICULTURE—the department head—in capital letters. When he presents a request to the administration for some material or some privilege, he doesn't bother to justify it in terms of its educational value.

4. Mr. *Over Worked*. He doesn't have time to participate in other school or community activities, and is constantly whining about the load he is carrying. He usually gets his wife to help him whine, in her church and club work. When you ask him to give you a hand at the fair or field day, he just can't turn on the spark of enthusiasm. However, when you really investigate, you find he isn't doing nearly as much as other men who plan their work and work their plan—with a smile.

5. Mr. *Busy Body*. Quite the opposite but just as futile. He goes scurrying from one thing to another, never stopping long enough to complete a job. He lets his hobbies and outside interests compete with his occupation. He has too many irons in the fire, and often there isn't much fire. He neglects his agriculture program, but gives a fine imitation of a whirlwind on wheels. The principal usually isn't fooled.

6. Mr. *deTour*. He never follows administrative procedure if there's a harder way. Just last week a capable man left one of the best jobs in the state because he constantly went around his department head . . . and gloried in it. Often happens when the agriculture man has been on the job a long time and—the principal is new. One of the surest ways to keep from stagnating on the same job year after year.

7. Mr. *Late Comer*. Any supervisor, after he has been on the job awhile, can come within a small fraction of being able to name the individuals who will get things in on time, those who will just make the deadline, those who will be late, and those who will never send anything in until threatened or forced. This applies to all manner of reports, reservations, dues, applications and what have you. This individual causes trouble out of all proportion to his numbers, because something is constantly being held up because of him. Since the same people are always tardy with such communications, year after year, it is obviously a bad personal habit rather than the times or the load.

(Continued on Page 139)

Improving agricultural education through study of other fields of vocational eduation

H. M. BYRAM, Teacher Education, Michigan State College, East Lansing, Michigan

H. M. Byram

PROFESSIONAL workers in agricultural education have had increasing opportunities to learn about programs of vocational education in other fields than their own. State vocational associations are becoming more active. In their meetings, as in the meetings of the American Vocational Association, those engaged in vocational education in agriculture rub elbows with and have opportunities to participate on programs with professional workers in homemaking education, in trade and industrial education and in business education. Tours to vocational schools and departments have offered opportunities to see at first hand the kinds of courses being conducted and to learn something of the methods used.

Four recent books including two published this year, discussing all fields of vocational education, provide us with principles and practices in vocational education.[1] Many of these principles and practices could be used to improve programs of agricultural education.

An increasing number of institutions of higher education has been offering one or more courses in the philosophy and/or administration of vocational education. The writer has taught such a course for years enrolling, in addition to teachers, supervisors and teacher trainers in agriculture, principals and superintendents and teachers of trades of industries, homemaking, business and industrial arts. This experience has been very revealing to him of the wide variety of ways in which vocational and practical arts educators in the several fields devise ways and means for educating youth and adults toward vocational competence in occupations satisfying to these youth and adults. He has also been able to see some differences among the fields which must be recognized lest there be the tendency toward blind adoption of methods used in one field which will not fit the situation in another.

Criteria For Judging Vocational Courses

In finding a common ground of understanding we might start by listing several of the criteria which good vocational education meets in all four of the fields named. One of the earlier statements of criteria was formulated by Wright and Allen.[2] Although the statements below are the writer's, they are based not alone upon these early statements but also upon statements by other writers on vocational education and upon observations made in the four fields.

1. The predominant aim of the courses is the development of proficiency in a specific occupation or closely related group of occupations.

2. The content of the courses is based upon analysis of the occupation as carried on by masters in the occupation.

3. The courses are taught by a person experienced and skilled in the occupation.

4. The learning environment is the working environment or a faithful replica of it.

5. The training is given at, or as near as possible to the time the learner is to enter the occupation or is in a position to make progress in it.

6. The courses are sufficient in their offering or complete enough to insure development of occupational competence upon their completion.

7. The courses are given to persons who are workers in, or who have indicated their interest in becoming workers in the occupations for which the courses provide preparation.

8. The persons receiving training receive adequate vocational guidance before, during and after the vocational courses are taken.

How Well Does Agricultural Education Measure Up?

Let us examine these one at a time to determine how the field of agricultural education might adapt some of the methods in other fields in more nearly meeting each criterion.

The first criterion is generally pretty well met. While the stated goal of vocational agriculture is to train for proficiency in farming, we might well note that in trade and industry there is quite general recognition of the trades which fall into groups such as the building trades, printing trades, needle trades, and others. Are we too apt to confine the aim of vocational education in agriculture to training for one specific kind of farmer, namely the full-time, commercial operator? If we base our decision upon examination of practice we would have to say yes. Generally speaking, vocational educators in agriculture have been little concerned with the training of the part-time or acreage farmer, the farm employee, the specialty farmer, the custom farm worker or the workers in closely related occupations in agriculture.

In the application of the second criterion teachers of vocational agriculture have done pretty well. They have increasingly organized courses around farming activities of adult farmers, young farmers or high-school boys. But there is probably much to be done in seriously studying the achievements and methods of the more efficient farmers and of incorporating these findings in the courses, in the form of what are termed "approved practices."

A word of warning should be issued here. It is not appropriate to use exclusively the methods of job analysis, used in industrial education when building courses of vocational agriculture. Farming does not have uniform, standarized jobs, which do not vary from one person to another as the jobs of the mason. Teachers of veterans in farming are finding that they need to build an individual course for each farmer, basing it upon the farming situation and the farmer's needs and potentialities. More teacher-pupil planning is needed than is possible or justified in a trade course. Homemaking teachers have probably done the best job of all vocational teachers in pupil-teacher planning. Their techniques apply very well to teaching agriculture.

How Much Experience?

Teachers in the trades and industries may lack in academic schooling but most state plans make specific and strict requirements of experience in the trade taught and of demonstrable skill in it. This is also true of teachers of the distributive trades and in cooperative programs for training of office workers. Other things being equal, the best teacher of vocational agriculture would be the most proficient farmer. Are we making measurable progress in recruiting proficient farmers in teacher-training institutions? Should we recruit proficient farmers for teaching and provide training in service for them? This is being tried out in many veterans' training programs. There is need for study of these trials and those which were made earlier in connection with food production war training to determine the possibilities for teachers of all day, young-farmer and adult-farmer courses. There is also need for teacher-training institutions to provide ways of making up for deficiencies in experience which show up in the background of prospective teachers.

Teaching Where The Work Is Done

Let us examine criterion number four: "The learning environment is the working environment or a faithful replica of it." The teachers of distributive trades, without traditional concepts of laboratories and shops have said in effect, "The place to learn to sell goods is where the goods are sold, namely in a store." They have sidestepped the pitfalls of setting up "play stores" or salesmanship courses in traditional classrooms. In cooperative and apprentice programs trade and industrial teachers have followed the same principle. The learner goes into employment and learns under actual working conditions. The employees assist in the teaching.

In vocational agriculture we have "placement for farm experience" as a type of supervised farming for boys lacking farming facilities. We might train some persons for closely related occupations in agriculture through some type of cooperative or apprenticeship programs. The application of methods learned in such programs in industry and business might bring about some real advancements in vocational education in agriculture.

The writer has detected a trend in the opposite direction in homemaking education, however. The effort seems to be directed toward duplicating home conditions in the school homemaking laboratory rather than toward carrying on instruction in the home. This may be due in part to over-generosity on the part of manufacturers and distributors of equipment for the home. It may be due in part to the administrators who encourage the development of the homemaking laboratory as a show-place. It may be due to the institutional training given teachers or to their lack of maturity or homemaking experience. Teachers of vocational agriculture are not justified in building up elaborate laboratorics and shops for teaching of farming, if by so doing teaching on the farm is reduced or minimized. *The farm is still the best place to teach farming.* Wise farmers have been saying this for years. Some teachers are belatedly discovering this truth as they carry on programs of training for veterans in agriculture and realize the opportunities of vocational teaching on a new and higher level that are possible in on-the-farm instruction. Perhaps we shall eventually substitute the term "on-farm training" for "supervised farming programs." The "working environment" becomes the "learning environment" when instruction is based upon sound and adequate farming programs.

Criterion number five embodies the idea of timing. Vocational education in agriculture is typically offered in the curriculum in high school, at an earlier age and grade than education in business and trade and industries. This is usually justified on the ground that farm boys are already "engaged" in the occupation on the home farm. It is important to validate this claim and to make certain that all-day students *are* doing farming on a basis sufficiently broad for vocational instruction.

This criterion has another meaning. It is that vocational education should not be terminated before employment. In agriculture permanent employment should be defined as establishment in farming. Under no stretch of the imagination can professional workers in agricultural education claim to be meeting this criterion in full if they fail to provide instruction for out-of-school young men on farms, because most of these young men are not yet established.

The foregoing observation also partially serves as an appraisal of agricultural education in terms of criterion number six. We must find a wider variety of offerings at the young-farmer and adult farmer level if we are to be in a position to say that the courses are sufficient in number and completeness.

Importance of Vocational Guidance

Many studies have been made to determine the subsequent occupational histories of former all-day students of vocational agriculture. Most of these have concluded, among other things, that more careful selection of students of vocational agriculture should be practiced. Criterion number seven, relating to selection, is made easier to meet in the other fields of vocational education because of pre-vocational courses in home economics, industrial arts and sometimes in general commercial courses at the junior high school level. Because of a lack of pre-vocational or exploratory courses in agriculture the first year offered in typical high schools tends to be quasi-vocational and a heavy mortality frequently results before the second year. We need more courses like the one described by Slone.[3]

If this criterion of selection were given greater consideration we might find schools offering courses first for adult farmers and young farmers, with courses for all-day pupils contigent upon an adequate program of vocational guidance and available teachers.

The validity of the eighth criterion is pretty definitely established. However, state administrators may not have given as much attention to it as they might. If it is true that "vocational education is little short of futile without adequate vocational guidance before, during and after vocational courses are given," why should a vocational department be approved for reimbursement in a school in which vocational guidance is lacking or is poorly done?

Work Experience

While we are on the subject of guidance a word might be said about work experience. Many school men believe that work experience should be a part of every high-school curriculum. They cite its values in helping pupils to identify vocational objectives, in trying out certain types of work, in development of personality traits and habits desired in workers and in rounding out the pupil's general education. Why have these proponents of work experience not included farm work experience? Many managers in industry have declared their preference for farm boys as factory workers. Why do they? It is partly because these boys have had work experience. Teachers of agriculture can assist in the general education and vocational guidance of high-school pupils by helping those in charge of work-experience programs to utilize working opportunities on farms.

Many improvements are needed in agricultural education. We might be materially aided in making these improvements by taking cues from other programs of vocational education and practical arts. These programs do have the common objective of developing occupational proficiency. The general principles found valid for instructional planning will apply pretty generally to all vocational fields. We would do well to become acquainted with the objectives and general methods of organization and teaching in other vocational fields.

During the past year 819 Negro departments of vocational agriculture in 16 southern states sponsored N.F.A. chapters with a total 26,083 active members.

[1] Keller, Franklin J., *Principles of Vocational Education*, Boston: D. C. Heath and Co., 1948.
Mays, Arthur B., *Principles and Practices of Vocational Education*, New York: McGraw-Hill, 1948.

[2] Wright, J. C., and Allen, Charles R., *The Supervision of Vocational Education*, New York: John Wiley and Sons, 1926. Pp. 213-217.

[3] Slone, Harold N., *Agricultural Instruction Serves Prevocational Pupils. Agr. Ed. Mag.* 21:31, 45, August, 1948.

BOOK REVIEWS

MACHINES FOR THE FARM, RANCH AND PLANTATION, by Arthur W. Turner and E. J. Johnson, pp. 793, profusely illustrated, published by McGraw-Hill Book Co., list price $4.80. The text consists of six parts:

Part I	Seedbed Preparation Machines
Part II	Crop Planting Machines
Part III	Crop Tillage Machines
Part IV	Harvest and Harvest Handling Machines
Part V	Mechanical Power and Transportation Machines
Part VI	General Service Machines Barn and Product Equipment

A. P. Davidson

The problems of selecting, operating and field-servicing, reconditioning and storing are set forth under each of the major divisions of the text; and each of the subdivisions is followed by a group of summary statements. The book deals with all machines used in producing and, in some instances, partly processing all crops, vegetables, fruits, and nuts grown in the United States and Canada. All materials are presented on the job activity basis. The text is thoroughly up-to-date, is interestingly written, profusely illustrated with well chosen illustrations. This book should prove especially valuable to teachers of vocational education in agriculture as well as to teachers of veterans-on-farm training.—A.P.D. Kansas State College.

OUR LEADERSHIP

Norman F. Kahl

BY VIRTUE of his position as president of the Wisconsin Association of Vocational Agriculture Instructors, Norman F. Kahl is a member of the Editing - Managing board of this magazine and will attend the annual meeting of the board during the A.V.A. Convention at Milwaukee.

Mr. Kahl is a graduate of the Agriculture Department of the State Teachers College at River Falls; and has taught vocational agriculture for sixteen years in Wisconsin. He taught, originally, in the Marinette County Agriculture School, and later at Marion, Plymouth, and Rice Lake. At Plymouth, he was employed as an instructor for young annd adult-farmer classes. Since 1946, he has been special instructor in the "On-the-Farm Training Program" at Barron. He is a farmer, as well as a teacher, operating his own farm.

Farmer Classes

J. N. WEISS MARK NICHOLS

Institutional on-farm training in Missouri

C. M. HUMPHREY, State Supervisor, Jefferson City, Missouri

C. M. Humphrey

MISSOURI was one of the first States to organize an Institutional On-Farm Training Program for World War II veterans who had returned to the farm. Under the able guidance and leadership of the late J. H. Foard this program was established through the departments of vocational agriculture in the high schools of the State and the Vocational Agriculture Division of the State Department of Education. The growth of this program in Missouri has far exceeded the expectations of the men who were instrumental in establishing the program early in 1946.

The first classes were organized to start July 1, 1946. Most instructors of vocational agriculture, local superintendents of schools, and boards of education, were hesitant about employing an additional instructor for their schools without knowing the demand which would be presented by the veterans of the communities. The departments of vocational agriculture in some counties had planned to hire one instructor to be in charge of the veterans in two or three departments. However, the demand grew so rapidly that no programs were established under this plan. The schools that were convinced one instructor could serve the needs in their communities are now employing from three to six instructors.

Enrollment Exceeds 13,000

At the close of the first year of the Institutional On-Farm Training Program, June 30, 1947, there were approximately 9,000 trainees enrolled. The enrollment in Missouri as of August 1, 1948 was 13,625. Two hundred and three schools were participating in the program at that time. Of these schools 197 maintain departments of vocational agriculture and six do not have departments.

The policy was established in the beginning of this program not to approve a school for Institutional On-Farm Training classes unless there was a department of vocational agriculture in the school. The only exceptions made to this was in counties where there were no departments of vocational agriculture. In such cases one school, usually the county seat, was approved to sponsor the program for the veterans in that county.

Most instructors of vocational agriculture started the program by conducting a class for three to five veterans. A few of these small classes still exist in Missouri. The Plan of Operation developed by the State Department of Education states that when enough veterans have requested the course, a special teacher designated as itinerant instructor shall be employed. After the employment of an itinerant instructor, the regular teacher of vocational agriculture does not instruct any veterans but serves as supervisor of Institutional On-Farm Training in his school. The major duties of the local supervisors are: Supervise the making of reports; help set up the course of study; assist in securing and organizing teaching material; help determine proper methods of teaching procedure; counsel with the itinerant instructor on technique of effective farm visitation; attend each class once per month where none of the special teachers has been designated as supervising teacher; visit each trainee annually where there is no special supervisor; see that progress is being made by the trainees and assist the itinerant instructor in evaluating such progress; act as chairman of the local or county Veterans Advisory Committee; and see that proper supplies and facilities are provided.

The number of veterans per class taught by the itinerant instructor must not exceed twenty-five. The average number in Missouri at the present time is twenty-three per class. There are 600 itinerant instructors teaching in this program at present. The qualifications of an itinerant instructor are as follows:

He must have a B.S. degree in agriculture, or sixty hours of technical agriculture, or must have completed three years of successful employment as a county extension agent, assistant agent or associate agent, or have completed three years of successful employment with the Farmers Home Administration as a supervisor or assistant supervisor. No exceptions have been made to these qualifications. It has been difficult to adhere to the qualifications at times when the supply of instructors have been very short, but the persons who are connected with the training program feel that this is one requirement from which we should not deviate. At the present time probably 100 additional instructors could be employed in the state if they were available.

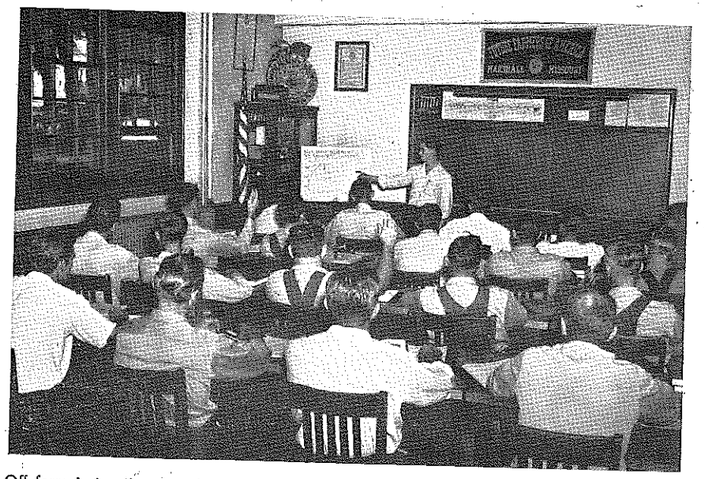
Local Supervision

In schools where more than one hundred trainees are enrolled, additional supervision is provided by the employment of a teacher-supervisor. The teacher-supervisor may, or may not, carry a half-time student load and devote the remainder of his time to the supervision of the entire program in the school. A number of schools in Missouri have employed a teacher-supervisor and have given him full-time supervision of the program. He works directly with the instructor of vocational agriculture. Some of the duties of the teacher-supervisor are as follows:

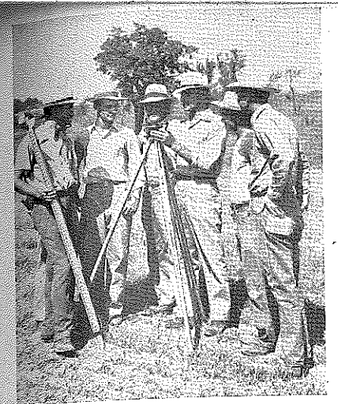
Assist in securing teaching material and recommend needed equipment.

Assist the instructor of vocational agriculture in planning field trips.

Preside at conferences of the itinerant instructors' in the absence of the regular teacher.



Off-farm instruction constitutes a major part of the training program for veterans. Shown herewith is one of the classes at Marshall, Missouri, Joe Cummins, special instructor. (Photo: Kenneth Russell).



Learning to use the farm level lends itself well to group instruction. These veterans are members of the class taught by Harold Stoll, special instructor at Marshall, Missouri.

Assist the instructor of vocational agriculture in ordering books and supplies for veterans.

Keep informed on the progress of all trainees.

See that required reports from itinerant teachers are properly made to the instructor of vocational agriculture and the superintendent of schools.

See that prospective enrollees have proper training facilities.

Visit each trainee at least once per year with the itinerant teacher and suggest ways by which the on-farm instruction may be improved.

Plan with the instructor of vocational agriculture for registration of new trainees.

Attend each class once per month.

Report at veterans training office each morning at the high school and confer with the instructor of vocational agriculture and the school superintendent when necessary.

Assist with such matters as planning mimeographed material, and the distribution of books and tools.

Be responsible for timing classroom work, setting up equipment, movies and the like.

Make general announcements in the absence of the agriculture teacher.

Work in close cooperation with the instructor of vocational agriculture and the school administrator on all veteran training problems.

State Supervision

Supervision on the state level like that on the local scale is well correlated with the program of vocational agriculture. In fact, Institutional On-Farm Training is one of the important phases of vocational agriculture in the community. Since this training for veterans is very definitely meeting a demand for adult farm education, it is quite naturally a part of the overall program of vocational agriculture.

The state department of agricultural education has more than doubled its supervisory staff in order to assist the local schools in rendering service to the farm veterans of the community and to the community as a whole. The district supervisors, eight in number, visit the high schools regularly several times each year and at other times when they can be of assistance. They may supervise both the Institutional On-Farm Training classes and the regular all-day program of vocational agriculture during the same visit. Experiences gained from other states show that the combined supervision method is superior to the employing of a separate set of state supervisors for each program. It is doubtful if the program of Institutional On-Farm Training could have grown so rapidly, without the fine cooperation of local boards of education, superintendents, instructors of vocational agriculture, the state department of education, and other related farm groups.

A comprehensive and practical course of study is planned in each school consisting of a four-year course outline and a detailed annual job-layout based upon the farm enterprises of importance in the community. The enterprises showing the most economical value in harmony with the community's natural resources are allotted the greatest amount of time. By proper organization and planning the trainee can attend a school for four years without unnecessary duplication in his training. Under this system new enrollees may be taken into the same class at quarterly periods with men who have been in training for a longer period and both receive new subject matter during their entire entitlement period. The men in these classes are convinced of the saying, "We never get too smart or too old to learn about farming."

A teacher's monthly report form has been developed by members of the agriculture education staff. This report is submitted by the itinerant instructor by the fifth of each month. It shows the instructional time which each veteran in his class in receiving. Columns are provided for off-farm instruction, individual on-farm training, and group on-farm instruction. It will show what (illegible) has been prepared and is used by the itinerant instructor to show the training time which has been received by each trainee in his class. This chart is kept on the wall in the classroom and serves as a direct stimulus both to the teacher and to the student.

Types of Instruction

Each week for four hours the veteran attends classes which are usually held in the high school. He participates in class discussions, sees laboratory demonstrations and moving pictures, builds and repairs farm equipment in the school farm shops, keeps a notebook, a farm record book, studies assignments, and occasionally takes a test or examination over the work. All this, and more too, makes up the institutional phase of his training.

The On-Farm instruction is given, both on an individual and group basis. The veteran is visited on his farm twice monthly where the itinerant instructor advises the veteran on his particular farm problems. It is here that assistance is given in planning the cropping system, the livestock and crop balance, and the pasture system, where cows are dehorned, soil samples are taken, contour lines laid out, and income tax figured; where the family food supply is planned, the farm record book analyzed, the herd sire chosen, and where plans for the poultry house are made.

About 50 per cent of the on-farm training for veterans is given in small groups. This is termed group instruction and is under the guidance of the itinerant instructor. Group instruction is ordinarily carried out on the farm or occasionally the itinerant instructor organizes an educational meeting at the county fair, at the stockyards, the packing house, or the state experiment station. Some of the practical jobs learned in group instruction are butchering, terracing, plant tissue testing, repairing

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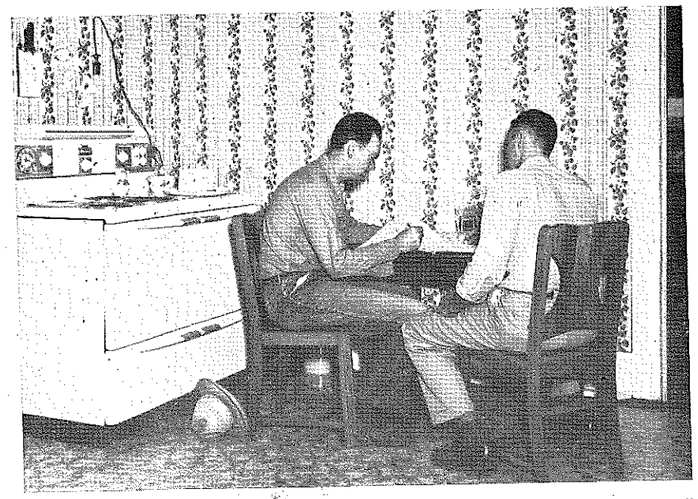


Checking farm and home plans is a part of the individual on-farm instruction at Marshall, Missouri. Shown herewith is Mr. Stoll, instructor, and Charles Roy Clough, trainee. Incidentally, Mr. and Mrs. Clough have modernized their home, including the kitchen where the picture was taken.

# of on-farm training

H. G. ARCHER, Superintendent of Schools, Paw Paw, Michigan

IN ANY evaluation of some phase of an educational program in a community there are certain immediate yardsticks which may be used. There are other values which may be observed only after the program has been in operation for several months or years.

When the program of Institutional On-Farm Training was organized at Paw Paw we had little idea of the benefits which would be derived from such a program other than that the veterans might secure certain agricultural information.

It is the first experience the school has had in working with such large numbers of adults in the community on an organized basis and in which a serious attempt is made to meet their individual needs. Perhaps after a thorough study is made of this program we will find much on which to base future adult programs whether or not federal funds are available.

After the program had been in operation for a few months the veterans sensed the need for and requested that a course be given for their wives on home planning. This was started and with the help of the county Home Demonstration Agent and county Agricultural Agent the discussions proved to be valuable. In addition to this an eight-week study group consisting of ten veterans, who owned their farms, and their wives met to discuss farm and home planning from a long range viewpoint. There has been a definite follow-up with these people on such things as building and remodeling, and the instructor predicts that it will continue.

Logical Form of Vocational Education

Potential Outcomes

Due to the increasing difficulty and requirement of occupations, schools have found it necessary to increase the emphasis on all forms of vocational education. This is especially true of farming and homemaking because these are essentially one-man and one-woman occupations. The farmer has to be a versatile person and with the tendency to increase the size of farms and with more equipment his job has become one that can be done well only with some on-the-job training. The veterans program has made many of the enrollees more conscious of the need for extension courses offered by colleges and for radio programs which give up-to-the-day information on such items as the new sprays developed in recent years.

The veterans' program is justifiable only when plans are provided to meet the needs and interests of the veterans. We feel that the program is strong because it does just this. The fact that the instructor is expected to spend 100 hours each year, with each veteran, while he is on the job, protects the program from being too book centered. The veteran expects some concrete answers to his questions from the trained instructor and the instructor feels a greater need for assisting in the solution than if the same question were asked in class.

Since the veterans are expected to have 200 hours of instruction other than on-the-farm the instructors have needed to use methods in the classroom which will secure answers to the veteran's individual problems. It is necessary therefore that the lecture method should be limited to a minimum. In a majority of the sessions the veterans need to meet in groups of 25 or 30 in rooms with moveable tables and chairs. This allows for greater informality in discussions and encourages participation by every veteran during the period. This is essential. A group of men with their different experiences expressing their viewpoints will do much to guide the thinking process of each individual and consequently his future actions on his farm.

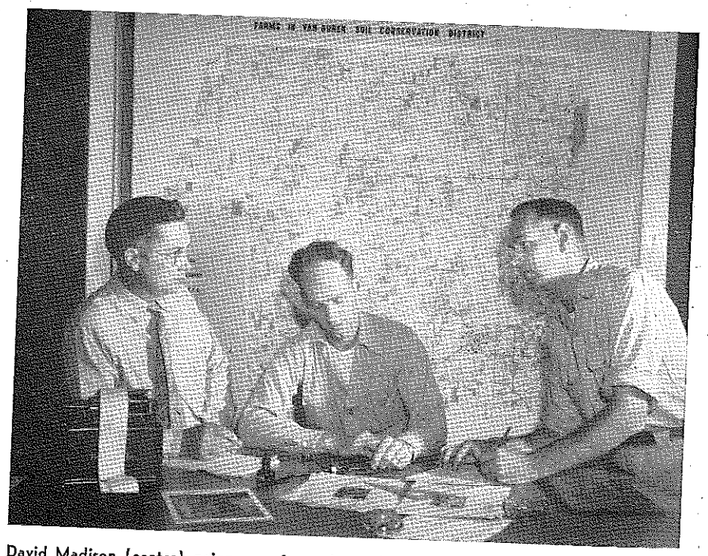
Although the Michigan State Department doesn't make a restriction upon the number of hours during an afternoon or evening for which a class may meet we have found that when the session is longer than three hours (even with breaks) the additional amount accomplished is not in proportion to the additional time spent. In sparsely populated areas longer class periods may be justified if several veterans live 40 or 50 miles from the training center, and where it may be advisable to have only one meeting each week. A two hour session seems to be the most satisfactory but a three hour session is most frequent.

Most veterans have been greatly interested in field trips and tours and these seem justifiable, provided the tours or trips are well planned in advance and do not become the major time-fillers."

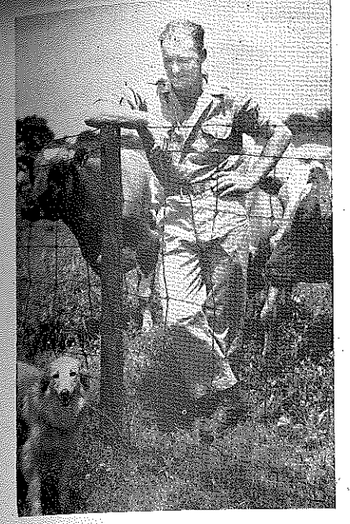
Audio-visual aids have been found to be a great help, ecpecially when it is desirable to give instruction to a group of veterans on some general-interest topic. Films or slides should be previewed by the instructor and used only when they do meet the needs of several veterans in the class. Audio-visual aids, demonstrations and discussions, are all important but the goal of the veteran on-the-farm training should be found in the answer to the question—*Has a definite change taken place on this veteran's farm?* The answer to the question is all important. When the men accept this agricultural instruction as information pertinent to them then we know that the program has been effective and worthwhile. Another goal is to step up production and be able to carry on without much assistance. I noticed with a great deal of interest the effectiveness of a demonstration in which a quarter of beef was taken to the agricultural laboratory for a meat cutting demonstration and prepartion for frozen-food lockers.

With the veterans' training program we have potential outcomes which far exceed our original intentions. The enrollees are in most cases young men who will live in our community of the future. Their success as farmers and their attitudes toward community problems, are vital to all of us. Their children are going to attend our school in future years and will be influenced by the attitudes now being formed by their parents. With the veterans coming into the school and instructors from the school visiting them on the farm we see a means of interpreting the school to the community which can't be duplicated in other ways.

Our instructors know that when they help the veteran to be a progressive farmer he will not be content to do



David Madison (center) going over farm plan with soil conservationist, Oscar Dowd (left) and Bill Westraight (right).



Raymond Ott, student in On-the-Farm Training at Paw Paw looking over the pasture on his farm. Shown with Ray are some of his fine cattle. Milk from this herd is tested in class each month.

just the minimum. In our community there has been a noticable increase in the number of veterans who participate in the county conservation program and a greater cooperation with the county agricultural office. Each veteran has a farm program which is uniquely his own and the instructor has to help him build on his own experiences so that growth actually takes place. A few veterans have installed irrigation systems which have been an outgrowth of the program.

We are sure that many of these men will make the farm leaders of tomorrow.

Veterans enrolled for Institutional On-Farm Training in Gray County, Texas are remodeling a 150 foot building which was secured as war surplus.

Provisions are being made for a projection room in addition to the classroom shop and to the offices for the instructors.

Veterans in Louisa County, Virginia stage conservation demonstration

W. R. CRAYBILL, Virginia Board of Education, Richmond, Virginia

ONE DAY last August, the home and farm of veteran Porter A. McDonald, Trevilians, Virginia, was given a face lifting by the Louisa Veterans classes with the assistance of the Soil Conservation Service, other agriculture agencies, machinery dealers and contributors. The demonstration was viewed by 1,500 spectators.

McDonald's farm was chosen by a committee of three members from the veterans classes. This farm was picked with the idea of carrying out the following improvements and soil conservation practices:

1. Strip cropping
   a. Seeding of alfalfa
   b. Preparation of small grain seedbed
   c. Seeding of water disposal area
   d. Seeding of border strips for wildlife
2. Pasture
   a. Seeding
   b. Restoration
   c. Fertilizing and liming
   d. Clipping
   e. Fencing
3. Forest
   Selection of trees
   b. Thinning
   c. Planting of trees
4. Dwelling house
   a. Repairing
   b. Painting
   c. Installing of running water
5. Construction of farm pond

The veterans were divided into groups and one group assigned to each project. In spite of the previous rainy weather which made working conditions difficult, most of the projects were completed by the untiring efforts of the veterans, the soil conservation specialists, and the machinery dealers.

1. *Strip cropping*

The entire farm was laid out for strip cropping and soil samples of each strip were analyzed by V.P.I. All practices were followed according to the recommendation of the college.

Lime and fertilizer were applied before plowing and at time of seeding of the alfalfa. Veterans Amick, Hopkins, and Lewis Grant inoculated the seed and used fertilizer containing borax. A drill was used for seeding followed by a pulverizer.

Land was plowed on the contour and disced likewise in preparing the seedbed for wheat. Two veterans, Chisholm and Harris, supervised the preparation and they also seeded the water disposal area. Kentucky Fescue 31, Orchard grass, and alfalfa were seeded in this plot.

Virginia Wildlife Service with the help of veteran Floyd used an appropriate grass mixture in seeding the borders to furnish food and protection for wildlife.

2. *Pasture*

New pasture was seeded in strips on the steepest land to prevent erosion. Alfalfa, orchard grass, and Kentucky Fescue 31 were used in this mixture by veterans Morton, Pierce, and Lipscomb. A heavy tractor and cutaway disc were used to turn under brush on an old pasture before seeding with the above mixture. Fertilizer and lime were applied by a new model spreading truck on all pasture land. Pasture needing clipping and new fences were completed by veterans Parrish, Carter, Houchins, and Champion.

3. *Forest*

A chain saw furnished by the Forestry Service was used by veterans Hester and Hopkins in thinning the forest. Veteran Badgett supervised the forestry contest sponsored by the Forestry Service. A member of the Future Farmer of America chapter of Louisa County High School won the contest on estimating timber. Veteran Bulter reported that a large number of visitors participated in the use of the chain saw and entered the timber estimating contest.

4. *Dwelling house*

Repairs such as replacing decayed boards and tightening up the weather boarding were done before painting the house. Two coats of paint were applied with the newly acquired paint sprayer by veterans Shives, Perkins, Sheridan, Ware, Bird, and Butler. With the assistance of a local plumber, veterans Hunt and Turner installed a ram which now supplies running water to the dwelling house.

5. *Construction of farm pond*

Veterans Perry and Lacey working under the supervision of Soil Conservation Director Waldrop did a good job with the local construction companies in constructing the dam. The job could not be completed that day due to very wet weather conditions in certain places.

Although wet conditions limited the use of one road entering the farm, Wood and Donivan handled the traffic successfully and estimated that 800 cars and trucks transported the visitors.

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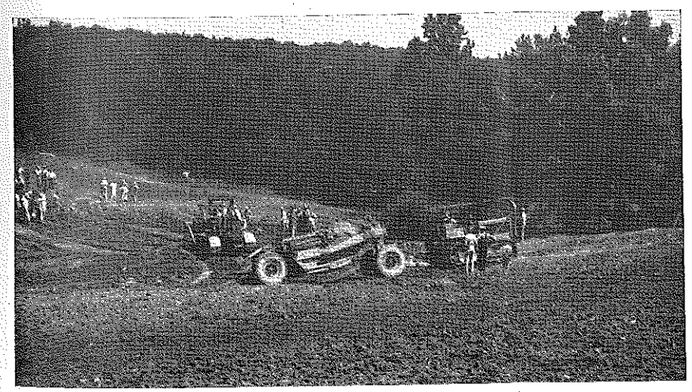


Machinery dealers assisted with preparations for contour farming as a part of the demonstration staged on a veteran's farm in Louisa County, Virginia.

farmer-veteran classes

H. T. BOES, Teacher, Beardstown, Illinois

TEACHERS of agriculture have always tried to individualize their instruction and to provide for the needs of the learner. However, the farmer-veteran training program has created perhaps the greatest problem of coping with individual differences ever faced by the average agricultural teacher. Where could you find a greater assortment of individual differences than that found in many farmer-veteran classes? In the writer's school the ages of the men enrolled range from twenty-one to well over forty, and the range in education varies from the sixth grade to one year in college. Many of these men are interested chiefly in livestock farming; others in grain farming, truck farming and other types of farming. This certainly provides a fertile field for individual instruction.

A method of coping with this problem that would perhaps be of interest to other teachers was used in a graduate course of which the the writer was a member.[1]

This method of teaching has as its primary purpose the teaching of the learner how to teach himself. It provides an opportunity for the learner to solve some of his more pressing problems himself, and what is more important provides training in the methods of intelligent problem solving.

Deciding What To Study

One of the strong points of this plan is that it is flexible and can be varied to meet existing conditions. However, a possible first step is that of deciding what to study.

If this decision is dominated or made completely by the instructor, the learner is getting very little experience in this initial step in learning. Many students have been so conditioned by years of training to studying teacher-dominated assignments that it is surprising how difficult it is for some to adjust to a learning situation in which the learner takes part in assignment making. It is now recognized by psychologists that unless the learner has a need or reason for learning the best results will not be obtained. This does not mean that the learner should be left completely on his own to make out as best he can. In fact, in this method the teacher will probably be working harder than ever before. The teacher must guide each man in picking out one or more problems that the veteran is facing or is likely to face. A variety of problems can be expected to develop. There may be as many different problems as there are members of the class. The teacher should be especially careful to encourage the selection of problems that will be of the most benefit to the individual. Problems of a rather specific nature should be worked on at first. For example, the problem of establishing a grass water way may be more desirable than the general topic of soil conservation. Considerable time can well be spent in setting up criteria that can be used in the selection of problems. After a problem has been selected it should be written down on a page of a loose leaf notebook.

[1]Advanced Educational Psychology, by Dr. Ray H. Simpson, University of Illinois.

Breaking Down Problems

After the guided selection of problems the teacher should assist the learner in dividing his main problem into sub-problems which will facilitate an analysis and study of the problem. One way of doing this is to take a separate sheet of paper and write the sub-problem at the top of each sheet. These separate sheets of paper can then be used to jot down ideas read from magazines, bulletins, or from talks with experienced farmers and placed under the appropriate sub-heading. For example, the problem of "How can I increase the number of pigs raised per litter on my home farm?" was broken down into sub-problems by a member of the writer's class as follows:

1. How does the number of pigs I have raised per litter compare with other farmers in the community and in the state?
2. What are some reasons for excessive losses in swine?
3. What are some methods used by successful hog producers?
4. What practices should I put into effect on my home farm?
5. What materials will be needed?
6. How can I evaluate progress towards better pork production?

Study of Problems

Have a definite supervised study period in which class time is used by the farmer-veterans for looking over materials in the agriculture room such as books, pamphlets, and other material pertaining to the problem. A discussion at the start of the period and again at the end of the period will bring out many problems or procedures that are common to the class. The use of out-of-class methods of finding the solution to problems should be emphasized.

Encourage the use of a variety of resources in working out solutions to problems. Informal talks and interviews with farmers who have had experience with problems similar to the ones selected by the farmer-veterans should not be overlooked. Magazine articles, books, and pamphlets, are useful; however, the use of resources other than the printed page is also advisable. It is particularly important that adult students be encouraged to seek out resources of their own.

Application of Instruction

As the Veterans Administration is interested in the progress of the veterans and asks for a progress report at intervals, this record of the work in selecting and solving individual problems can be used as an aid in evaluating progress.

Encourage a follow-up. For example, if a farmer-veteran works out a problem in disease control in swine, the teacher is in an excellent position to help the veteran introduce a program of swine sanitation. The agriculture teacher could hardly ask for a better opportunity of following up class instruction than that provided in the farmer-veteran training program.

The foregoing procedures in coping with individual differences gives the veterans a share in deciding what is taught in their classes. It places the emphasis upon self-education and acquaints the learner with the process of problem solving so that he may intelligently attack his own problems when guidance is no longer easily available. It is not the intention of the writer to suggest that individual instruction should replace group instruction. Group instruction has many advantages that are lost if instruction becomes too individualized. As stated by one educator " . . . there are ways in which attention may be given to individual needs and capacities without discarding entirely certain types of group instruction which have considerable merit."[2]

[2]Deyoe, G. P. *Supervised Farming in Vocational Agriculture*, Interstate, 1947. P. 316.

Ray Staake, farm trainee, and H. T. Boes, agriculture instructor, observing the results of a nitrate test on corn.

The Carthage, Tennessee, chapter F.F.A. is sponsoring a school beautification contest in 58 rural schools of Smith county. The contest includes improvements that range from the construction of extra buildings to the planting of trees, shrubs and flowers.

A joint state convention of the Future Farmers of America and Future Homemakers of America in Tennessee was held at Nashville, April 23-24. It was the twentieth convention for the F.F.A. and the first for the F.H.A.

The school board of Hamilton county, Florida, has purchased 18 acres of land and a small garden tractor for use by the Jasper F.F.A. chapter in conducting cooperative projects.

Experience in teaching veterans including use of wire recorder

LLOYD TONEY, Special Teacher, Royal Center, Indiana

FAR FROM being an experienced teacher, I might be considered a one-four-four-one man, with my one year of farming before college, four years of farming after college, and one year of experience teaching veterans. Of these ten years perhaps the last one has been the most challenging. The veterans are mature individuals working for a living, who are insistant upon straight-forward explanations and solutions which they can apply directly to their problems. They demand down-to-earth information. Doubtless they will use this education in a functional way.

My teaching, teaching not having been my vocation, probably has not been in accord with all of the approved methods, but perhaps it has included some things worthwhile.

Determining What to Teach

First was the problem of what to teach. To get a start at that problem mimeograph sheets were made out listing the different fields of study. Each veteran designated the number of hours that he would like to have us spend with each subject. This information was used as a guide in selecting subject matter. Even though this summary was only one step in developing the course of study the trainees felt that they had a part in deciding what was to be done.

In order to help get acquainted with the individual situations of the veterans, another questionnaire was given to them. Each trainee described his farming situation including the contract arrangements, acres of crops planted, numbers of livestock raised, and a map of the farm. Fortunately, there is a Soil Conservation District in our county and the teacher whom I replaced was able to have farm plans made through this district office for most of the farms of our class of veterans.

After considering *what* to teach I was faced with the problem of *how* to teach. Many teaching procedures were tried in the classroom — lectures, discussions, demonstrations, oral reports by students, quizzes, movies, strip films, and wire recordings. A rough comparison was made of the learning efficiency gained by the lecture alone, the lecture plus discussion, and supervised study plus discussion. The supervised study consisted of each veteran looking up answers to problems for this purpose and writing them down on forms provided. After each type of study a quiz was given. The results seemed to show the supervised study plus discussion to be most effective. Of course, variations of such factors as content of subject matter would cause the conclusion to be only indicative, not conclusive. Actually, subject matter covered in the classroom can more nearly be taught when it is followed with individual instruction on the farm. There the veteran can make application and demonstrate to his own satisfaction. For example, several veterans applied different kinds and rates of fertilizer to some of their crops. There they followed first hand the actual effects of fertilization. There they hear, see, believe, and remember.

Recorder Obtained to Supplement Other Forms of Teaching

One of the most difficult jobs at first was to sandwich into the schedule the important and timely current events. For example, special speakers on current problems could not be heard by the veterans because of the conflicts in scheduling. To help solve this problem another instructor in the county bought a wire recorder and I did likewise. My recorder being portable allowed me to record several talks at, (a) the Purdue agricultural conference, (b) the Purdue agricultural alumni banquet, (c) county air tour, (d) a cattle feeders' banquet, (e) a lamb feeders' banquet, (f) a farm management association banquet, (g) an interview with a tax specialist, and of several radio programs. Having these talks on wire enabled the instructor to present the material in such a way as to do a better job of teaching.

One method, for example, is to play the recording before class and jot down the main points; then list these points in question form on mimeographed sheets for the members of the class to follow while listening to the recording. Often there are opportune times to stop the recording and discuss certain points or replay them for a second hearing.

Operation of Recorder

One not familiar with a wire recorder should understand that a recording can be stopped at will, run backwards at high speed to any point and played again; that a continuous recording of one hour can be made; that a spool of wire can be used over and over again; that the price is within the reach of a veteran teacher's budget; that of the several different recorders on the market all use a standard size spool of wire to allow interchange of playing.

There are many possibilities for the use of a wire recorder in teaching which I have not yet explored. One is that of recording oral class reports to play back to the individuals who make the reports; this should aid them to develop abilities in self expression. Individual practice before the microphone might also be helpful. Another possibility might be to interview farmers and other authorities in the community as a means of gathering data for use in the classroom. Perhaps another use would be to interview veterans individually on their farms concerning special topics and to play these back in the classroom. It is this instructor's hope that many agriculture teachers will acquire wire recorders and thus make possible the exchange of worthwhile recorded materials.

Instruction of Veterans Is Practical

In spite of the difficulties encountered in teaching vetcrans, the advantages that the Institutional On-Farm Training Program has should make it highly successful. It involves a democratic type of procedure. It allows for progressive teaching and progressive learning. It provides for freedom of thought and action without limitation. It allows for opportunity to coordinate and integrate the subject matter of the various fields of agriculture; subject matter is not pigeon holed into separate categories that show no relationship, as is the case in many schools and colleges. It provides opportunity for the orientation of veterans in their communities and in the field of agriculture. It is flexible and practical. Because of this program we shall have a stronger democracy.

Veterans at Royal Center listening to Webster wire recording of the farm outlook as presented by the Agricultural Economics staff at Purdue University.

The class at Royal Center inspecting effects of potash fertilization in corn grown by Max Brandt, a member of the class.

Studies and Investigations

E. B. KNIGHT

Two jobs and security

E. B. KNIGHT, Teacher Education, University of Tennessee, Knoxville

E. B. Knight

UP in the northeastern corner of Tennessee, hemmed in by North Carolina and Virginia, lies an area in which reside thousands of people who practice the "two jobs and security" way of life. Their number has increased steadily during the past quarter century, and today the movement continues at an accelerated pace.

East Tennessee is a land of green clad mountains, fertile valleys and rushing streams. Less than one per cent of its population is foreign born. Practically all its people descend from English, Irish, Scotch and German ancestors who several generations ago migrated to the New World. A high percentage of these folks are either farm-reared or the children of farmer parents.

Farms are small in East Tennessee and families relatively large. Incomes derived from farming have been quite meager. As they grow up a majority of the children have been compelled to seek work in the nearby towns or else move to the industrial centers of the North and East. Those remaining on the home farm continue to eke out an existence.

Many who secure employment in the factories, stores and offices of the vicinity continue to be rural minded in their attitudes and interests. Accordingly, they either immediately purchase small acreages a few miles distant from their work, or after living in one of the small cities of Upper East Tennessee move out into the country.

Some interesting facts regarding these so-called "part-time farmer" families have recently become available through a study made under the auspices of the Department of Agricultural Education, University of Tennessee.* The designation *Part-time farmer* is highly descriptive for the fathers of these families farm part-time and also work part-time in nearby industrial plants. Therefore, they literally hold down two jobs as they seek security for their wives and children.

The Set-Up

The typical part-time farmer of Upper East Tennessee is about 45 years old and married to a wife whose age is 39. He is the father of five children, four of whom still live at home. Usually this man has approximately an eighth grade education although most of his more mature offspring have attended high school.

Tennessee Eastman, the Press and Mead at Kingsport, American Bemberg and North American Rayon at Elizabethton, and the Clinchfield Railroad at Erwin, are major sources of employment. Then, too, smaller plants, stores, offices and shops furnish work for numerous part-time farmers. Private automobiles and bus lines constitute the principal forms of transportation. In most cases, these off-farm duties are less than an hour's drive away. Incidentally, highway traffic is especially congested whenever shifts change but this situation soon abates as home-going workers fan out over the by-roads of the countryside.

Practically all part-time farmers own all or a good portion of the acreage on which they reside. Their small farms average around 15 acres, about one-third of which is in crops and the balance in pasture and woods. Because most part-time farmers keep a milk cow, a couple of meat hogs and 50 to 100 chickens, there is need for home produced corn and hay. Perhaps a half of the farms grow tobacco or truck crops which find ready sale in nearby cities.

Food Plus Income

The typical acre of garden, an occasional fruit tree and a berry patch provide much of the family food. Most frequently grown are staple vegetables such as beans, potatoes, tomatoes, corn, cabbage and peas. Home canning annually of 200 quarts of vegetables and 137 quarts of fruit is reported by the average family. Then, too, the family cow provides the 5.5 quarts of milk consumed daily in the representative home. Two meat hogs are butchered each year and some 30 chickens eaten. Home produced eggs and butter, too, supply substantial parts of the family menu. In other words, from one-third to two-thirds of the living usually comes from the farm.

Surplus milk, butter, poultry, eggs and vegetables find ready sale to local grocery stores or friends living in town. It is a common practice for the husband to deliver produce to fellow industrial workers and regular customers residing along his route to work. Often, farm products are "traded in" at nearby stores, and such items as coffee and flour received in exchange. Although the amount of cash derived per week from farm products is relatively small 25 per cent of the annual cash income. The remaining 75 per cent of incomes come from non-farm jobs.

Getting Farm Work Done

The non-farm employment of the typical part-time farmer totaled 242 days during 1945-1946. By contrast, 75 days were devoted to farm work. As might be expected, May, June, July, August, and September are the peak farm labor months. This work is normally performed on Saturday and before or after factory hours, depending on the shift. Much of the farming is done by wives and children with occasional supplementary help being given by outside workers.

Aside from plows and hand tools, the part-time farmers of Upper East Tennessee possess comparatively little machinery. What larger implements they own are of the horse-drawn type. Much of the machinery used is rented or borrowed. This indicates an opportunity for custom work like plowing, by any neighbor equipped with a tractor and power implements. However, even this machinery should be of a type adapted to work in small fields.

Besides the home, barns or sheds comprise the major buildings on most part-time farms. Usually the barn or shed serves several purposes, viz., sheltering the cow, horses, hogs chickens, and occasionally the family automobile. Less than one-half of the part-time farms have a garage, chicken house, or hog house. It appears that over capitalization in the form of buildings and equipment has been avoided.

Home and Activities

Despite the fact that only five homes in eight are lighted by electricity, nine-tenths possess a radio. Evidently, battery sets are still quite numerous in this section of Tennessee. Half the farm residence contained an electric refrigerator, two-fifths had running water, one-sixth had baths, one-seventh telephones and one-eighth indoor toilets. Many persons declared they were merely waiting for war-imposed shortages to disappear ere they modernized their homes. Likewise, they fully intend to repair, remodel, re-roof and redecorate when "times" permit.

One of the most striking characteristics of these part-time farm families is their limited participation in community activities. Fifty-six per cent attend nearby churches and affiliated Sunday Schools, and 25 per cent go regularly to school programs, games and entertainments. Possibly the war and its accompanying rationing of tires and gasoline was originally responsible as the average family lived approximately five miles from the high school center.

About one-sixth of the men operating part-time farms have availed themselves of evening classes in farm machinery repair and food production sponsored by the department of vocational agriculture of the surrounding high schools. However, a majority of them have sons enrolled in classes in vocational agriculture in high school. Their daughters frequently are members of parallel classes in home economics.

(Continued on Page 142)

*A number of teachers of vocational agriculture cooperated on a local basis. These men were furnished summaries of their areas with a view to course modification to better serve students and farmers.

Personal relations

(Continued from Page 129)

8. Mr. *Rabbit.* This man has some or considerable ability, but no confidence in himself. Lacking faith in himself, he doesn't engender confidence in others. Often looks at the floor, twists his hat. Sometimes when you shake hands with him, you think you have hold of a dead fish.

9. Mr. *Jet Propulsion.* Quite the opposite from Mr. Rabbit. Not very much ability but lots of noise. He substitutes bluff for thinking and can do anything—usually better than anybody else. If you get Mr. Rabbit and Mr. Jet Propulsion in the same department, they often make a good team.

10. Mr. *Title Mixer.* Pays no attention to names or titles. Is constantly introducing people wrong, or failing to identify them. Frequently ends up by saying, "I guess he's just the chore boy," or "I don't know what they call him—he probably comes without calling—especially to meals—haw—haw—haw." The chief of the State Division of Bird Watchers is probably proud of his title—hard though it may be to say.

11. Mr. *Slow Pay.* The State Office *provides some service, such as handling* Future Farmer supplies, motion picture films, etc. It never insists on handling this on a cash basis, preferring to mail the materials and bill to the agriculture department. BUT we are always carrying from $50 to $100 in long-overdue accounts—some of them date back two or three years. If we write a rather pointed letter, the teacher exhibits great surprise. "When did I order those 50 show cards—don't remember anything about it." If a man is careless in paying his bills to the State Office, perhaps he is also a menace in his relationships with local merchants.

12. Mr. *Everything-for-the-Boys.* This is the fellow who is continually going to some breeder and whining for a low price for feeder calves or dairy heifers, because its "for the boy." Then like as not, he'll tell around at the next county fair how he got that calf for a song, and perhaps it has topped some of the breeder's own entries. Such type of individual has lost vocational agriculture lots of friends—and the just suffer with the unjust.

13. Mr. *Poor Loser.* Always suspicious. Immediately after any competition, he demands to see the score sheet. If there is a difference of half a point, which would have raised his team from 27th to 26th place, he screams like a wounded eagle. He is sure the judges and officials are dishonest and prejudiced. He completely misses the educational value of competition, and can only see the award.

14. Mr. *Livery Stable.* He comes to faculty meetings smelling of his last project visit. He is supervocational, and wants to impress everybody with his close relationship with the barnyard. Often the strong, rugged type—who wants to be alone—and often is. Of course he has his counterpart in. . . . .

15. Mr. *Adolphe Menjou,* the fashion plate. He doesn't own a khaki shirt or jeans. He appears on the field trip where the principal operation is to castrate a boar pig, dressed in light flannel slacks and a white shirt. He may be a wow with the women teachers, but parents of farm boys are not impressed. Let's try to be somewhere between these two.

16. Mr. *Sound Off.* He has an idea about everything, even though he is new on the job or in the state. He is continually popping up in meetings with a bright idea, which he develops in great detail even though the rest of the group are not even mildly interested. One of the worst forms of this particular type of pest is the one who has just arrived from Monvada or Idagon, and tells the boys "how we used to do it." He may be right, but some of his colleagues may likely heartily wish he were back there still doing it. Good ideas are always valuable, but wait until folks accept YOU before you expect them to accept your ideas and suggestions.

17. Mr. *Positive.* He is absolutely certain of every fact. *Positively.* Although he has often been forced to back up, his clutch is still in positive position.

18. Mr. *"I."* He's the man who did it all. In spite of our complicated civilization, it was his single-handed accomplishment. He forgets that there was a school board and taxpayers, equipment, general administration, parents and boys. Behind that was 30 years of good will engendered by vocational teachers and administrators which paved the way. Remember that the dictator says "I," the leader says "we." Agriculture teachers must be leaders.

How Improve Personal Relations?

We have set up these 18 effigies, and have endeavored to knock each of them down. But merely to criticize is not enough. How can we improve?

One of the best methods is for each of us to pick out an individual—preferably another teacher of vocational agriculture—whom we admire. He should be successful, popular and efficient. We should try to analyze our own weakness if possible, and see if we can determine how this individual meets the obstacle. Critical self-analysis is one of the most difficult tasks. When most of us look in the mirror, we think we see a pretty good guy!

Here are a few of the *desirable* characteristics, in contrast with the 18 "misters." The successful teacher is generally one who:

1. Follows an organized program but doesn't get into a rut.
2. Thinks once before he speaks, twice before he writes.
3. Follows correct procedure even if the results are slower and somebody else gets the credit.
4. Becomes a member of an educational *team.*
5. Has confidence in himself and proves it to others.
6. Is modest, humble and efficient.
7. Lives by the Golden Rule.

If you know such a teacher, you may conclude that his personal relation problems are generally quite small indeed.

There are a number of minor personal "quirks" that have quite a bearing on personal relations. When you come to school in the morning, or go about the school, say "Good morning," and "Hello," to everybody you meet. It will make you both feel good. Keep your door open. You are not so important that boys or anyone else should have to make appointments to see you. When they *do* come in, don't bellow "What do YOU want," or "Did YOU want something," but instead say "How can I help you," or "What can I do for you today?" Don't get the reputation of a grouch—it's hard to live down.

Little items are important. Hold doors open for people to go through—if somebody does this for you, say "Thank you." Get that hat off your head when there are ladies present. If you don't know a person's name, don't advertise it by saying, "Hello, *there.*" Make it, "Hello, Bob", or "Hello, Mr. Smith," or just plain "Hello."

Avoid practical jokes. Many can "dish it out" but few can "take it." It may seem awfully funny to you at the time, but one or two horrible kick-backs can take all the fun out of it. I am by nature a practical joker, and have a hide as tough as an elephant because my friends generally get back at me full-fold. But every once in a while I unintentionally wound somebody. I need watching in this respect, and warn others.

Be a good conversationalist. Try to find out about the hobbies and preferences of the people with whom you work. Ask about their children, pets, flowers, gardens. Inquire how they like their new car, where they went on vacation. The sweet sound of their own voice is the most pleasant music to most folks and if you have turned on this stream, you will be surprised to find what an interesting person you are reputed to be. If you are taking your principal on a two-hour drive to a section meeting, spend a little more time in advance finding out about his interests.

If you are going to be chairman of a meeting, develop the ability to gracefully meet any situation, even to stopping a long-winded speaker. If 20 people are to be introduced, ask that applause be withheld until the last has been presented. If you are willing to stick your neck out and ask if there are any questions of the speaker you have introduced, for goodness sake put a time limit on it. Most evening meetings should not start later than 7:30 and last no longer than 9:30. One of the surest ways of dimming the brilliance of your personal relations is to be intimately connected with a tonsil test which lasts until midnight.

Finally, there is the matter of punctuality—a phobia with me. I spend many minutes in railroad, bus and plane depots. I always believe that the taxi may have a flat tire or run into a telephone pole enroute to the station. Every meeting, fair, field day or meeting starts late because somebody was careless. It is just as easy to be on time as always to be late.

Heifers in the dairy chain at Bowie, Texas are beginning to freshen. Each boy who receives an animal returns a heifer calf within three years to perpetuate the chain. The project is supported by local business men.

* * *

A profit of $600 was realized last year by the F.F.A. Chapter at Renville, Minnesota from the operation of a 20 acre farm. A board of adults advises the land committee of the Chapter regarding the operation of the Chapter farm.

* * *

Leadership schools for F.F.A. officers in 10 districts of Kansas were held during the month of October.

Farm Mechanics

R. W. CLINE

Color dynamics in the shop

A. H. HOLLENBERG, U. S. Office of Education

A. H. Hollenberg

IN DAYS GONE by it appeared that farm mechanic shops were predestined to be untidy, to have tools out of place, to be dirty, to be littered with clinkers and refuse, and to have equipment unorganized. Frequently they were like the old village blacksmith's shop and not too much pride could be taken in their appearance.

It has been my opportunity to visit many farm mechanics shops throughout the United States and as a rule the teacher had some excuse for the type of housekeeping before we entered the shop.

A farm mchanics shop should be a place to which both the teacher and students may point with pride. It must be a place that is easily cleaned and one that is attractive after being cleaned. There are two types of dirt that may be found in shops where farm mechanics is taught. First there is the accumulated refuse that has been in the shop for months and secondly the refuse from farm mechanics projects being performed. In either case to keep the shop tidy accumulated refuse should be removed daily.

Recently it has been found that a farm mechanics shop which has been thoroughly painted will aid materially in providing a stimulus for good housekeeping. This promotes pride in a shop when an approved color scheme has been carried out in the building. The job of cleaning will also have been made easier.

Using Colors

In order for a farm mechanics shop to look its best a scheme of color dynamics must be followed. It is a good plan to start with the floor whether it be wood or concrete, when painting is to be done. Most of the farm mechanics shops have floors of concrete. With floors of this construction the best color to use will be battleship gray. Concrete floors should be coated with at least two applications of paint for concrete. This will assure easier sweeping and when oil or grease is spilled on the floor it can be readily wiped up. Shellac has been used on concrete floors but it often cracks due to the hard finish.

The walls of the farm mechanics shop may be of cinder block, concrete, or wood. On these, either oil paint or water paint may be used. Naturally, the oil paint will stand much more wear and last longer than the water paint but because of expense some may wish to use the water spar paint. The color should blend with the color that is used on the floor. A little green or cream will provide a good color scheme. The ceiling must be of a light color; lighter than the walls if possible. White is an excellent color for the ceiling and aids in reflecting light. Each machine, such as the electric drill, welder or table saw may be painted a darker green than that used on walls. Each danger area or spot can be painted red. These areas include the electric switches on power machines and the floor areas around such machines as the table saw. To give the best effect all of the colors should blend and be of the same intensity. There are many combinations of colors that may be used with good effect. Color dynamics in farm mechanics is not an untried proposition.

Recent Progress

Color dynamics for farm mechanics shops was first suggested before several of the regional conferences as a means of improving working conditions in the shop. Virginia was one of the first states to try out this idea in their shops. The farm mechanics shop in the teacher training department at Virginia Polytechnic Institute, was the first shop to receive an application of paint. The scheme was liked so well by the instructor and the head of the agricultural engineering department that the entire agricultural engineering building has now been painted throughout. The state supervisor of agricultural education and teacher trainers proceeded to try out this scheme in the high school farm mechanics shops and at the present time 19 shops over the state of Virginia have been treated in the manner just described. The enthusiasm which is displayed by the teachers of vocational agriculture and students of vocational agriculture is interesting and a change in the type of housekeeping is readily noticeable.

Florida has also taken up the idea of painting farm mechanics shops. Approximately a dozen shops in that state have been painted and good housekeeping has resulted from this practice. In both Virginia and Florida, plans are going ahead to paint every farm mechanics shop in the two states in order to accomplish this one purpose of good housekeeping.

Undoubtedly other states will follow the example set by Virginia and Florida thereby profiting from their experience.

ON-Farm Training in Missouri

(Continued from Page 133)

machinery, pruning, culling, drenching animals, castrating, and selecting livestock. Trainees in the class who live in the same neighborhood are grouped together for such instruction. The personnel are accessible to one another and for the most part have similar problems.

This method of instruction encourages cooperation, neighborliness, leadership, and good will among the trainees and their families. Occasionally a barn dance, a picnic, or a talent program is held in connection with the development of wholesome recreation in the rural community.

A recent survey was made in the schools of Missouri sponsoring programs of Institutional On-Farm Training. The reports from 454 classes, including 11,600 trainees, were returned and analyzed. The summary discloses that approximately $4,000,000 in farming equipment, not including 4,062 tractors and 3,794 harvesting machines, has been purchased by this group. These G.I. trainees have built 483 homes and made extensive improvements on 2,856 others. They have built 4,527 barns, 1,748 poultry houses, and 2,474 other farm buildings. In addition, they have established 2,714 individual farm shops on their home farms. The trainees have purchased 2,358 herd bulls, 6,194 cows, 1,809 boars, 4,776 sows, 855 rams and 1,753 ewes.

The veterans represented in this group are cultivating 970,152 acres of crop land of which 339,110 acres are in legume crops. They have also improved 133,280 acres of pasture land. They are taking advantage of the training received in soil conservation as shown by the fact that 88,989 acres of their row crops are planted on the contour, 3,864 miles of terracing have been constructed on their farms, and they have applied 330,608 tons of lime to their farms.

Approximately 7,500 of these young farmers are participating in various soil conservation programs in their local communities. Ninety per cent of them use certified seed. As further proof that the program is a well rounded one, evidence is given in this survey that the trainees are receiving instruction in the Missouri program of Balanced Farming. The survey reveals that during 1947 this group and their families canned 2,119,468 quarts of fruits and vegetables and butchered 4,943,144 pounds of meat for home consumption. Four thousand two hundred thirty-five of these trainees own their own homes, 3,095 having been purchased since the veterans began their training.

Another very important fact brought out in this survey shows that 8,300 of the 11,600 veterans represented in the survey have expressed a desire to continue training after their period of entitlement is finished. This fact alone justifies the work being done at the present time in our state to provide adult education for this group of farmers when they will have completed their entitlement time under the G.I. Bill of Rights.

Skills courses in agricultural engineering offered at the Kansas State College

HAROLD L. KUGLER, Teacher Education Farm Mechanics, Kansas State College, Manhattan

H. L. Kugler

EIGHTY-FIVE Kansas teachers of vocational agriculture participated in professional improvement courses in Agricultural Engineering, June 7, 8, 9, 1948. The courses offered on the campus of Kansas State College for these teachers of vocational agriculture were—lathe operation, arc welding and tractor maintenance. Lathe operation and arc welding courses were conducted on a one day basis, and were designed for those desiring either beginning or advanced training. The tractor maintenance school was conducted on a three-day basis. The teachers of vocational agriculture enrolled in the tractor maintenance school spent the entire three days in the development of skill in care and maintenance of the tractor.

Outsiders Assist With Course

Professor Harold L. Kulger was chairman in charge of the arrangement of the three day program. Lathe operation instruction was given by Instructor C. J. Riggs. Mr. John McFeeters, District Representative, Lincoln Electric Company, assisted in providing instruction in arc welding. Professor George H. Larson was assisted by four representatives of the Standard Oil Company, C. N. Hinkle, Chicago, Illinois; W. G. Ingraham, Wichita; K. E. Mebold, Kansas City, Missouri; A. K. Jacka, St. Joseph, Missouri, in conducting the tractor maintenance school.

This was the first time that a three day skill course in tractor maintenance has been offered Kansas teachers of vocational agriculture at Kansas State College. The purpose of this course was to provide instructors of vocational agriculture an opportunity to become skilled in the maintenance of tractors and gasoline motors in order that they could offer a similar program in their communities for the instruction of all-day students and veterans on-the farm training classes.

Tractors From Nearby Towns

Tractors were secured for laboratory use from nearby farms. The tractors used provided an opportunity for the instructors to observe the actual condition of the tractor as operated on the farm. Twelve areas of tractor maintenance were covered in this work. After a lecture had been given covering an area, the vocational instructors would proceed to service that part of the tractor. Having serviced all of the tractors, the group would assemble and discuss what they had observed. They were provided with work sheets which were filled out during and after servicing the tractors.

Among the phases of instruction included in the maintenance school was that of safety. A list of the types of accidents, machinery involved, causes of accidents and how they could have been avoided was compiled. A movie film, "Miracle in Paradise Valley," was shown also. Another period was spent on studying the operator's manual and a survey of tractor power as used on the farm.

Slides were shown on the operation of the carburetor, adjusting valve tappets, and the care of tires. One-hour laboratory periods were devoted to each of the following areas:

- Air cleaner service
- Ignition system—magneto, spark plugs, wiring and battery service
- Cooling system service
- Fuel intake and carburetion
- Engine lubrication
- Transmission and final drive lubrication
- General lubrication of the tractor
- Winterizing and storing the farm tractor

A discussion of the economics of tractor power and a movie film, "Farm Care of Your Tractor," concluded the three day program.

Participants To Reproduce Training In Home Communities

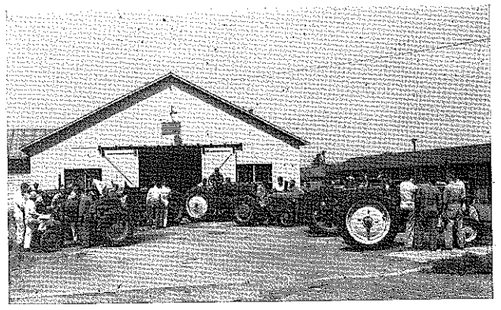
Teachers participating in the program are planning to conduct similar programs in their local communities. The care and maintenance manuals for instructors and for students of vocational agriculture, prepared and published by the F.F.A. Foundation will be very helpful in offering this type of instruction. These manuals at the present time are being distributed through the offices of the state supervisors of vocational agriculture at a nominal fee. Many of the implement companies are encouraging local dealers to provide assistance in conducting this type of training.

Maintenance and upkeep are very important if the gasoline motor is to give maximum economy, power and long life. Farm operators are in need of more training in this phase of their farming practices.

There has been a great increase in the number of gasoline motors used for power on the farms in the United States during the past 25 years. The number of farm tractors and trucks has increased from 385,000 in 1920 to 4,135,000 in 1946. There are many auxillary gasoline motors used to provide power for other machines. Statistics show that more gasoline is being consumed today than at any time during World War II. The Standard Oil Company found in a survey that about 24 million dollars in fuel is being wasted every year in the United States, simply because we don't know how, or will not take the trouble, to adjust carburetors! Other tractor troubles are costing additional money, lost time, and plenty of exasperation.

Over 700 head of livestock and about 500 other exhibits were made by Future Farmers at the Ohio State Junior Fair in 1948. During the fair Future Farmers entertained large crowds daily with their version of the Future Farmer Frolics.

Instruction in arc welding supervised by John McFeeters, District Representative, Lincoln Electric Co., and Professor Harold Kugler, Agricultural Engineering Department. A. C. farm type welders were used in offering instruction in welding cast, hardenable steel, cutting and operation of carbon arc torch.



Six different makes of tractors used in maintenance school were secured from local farms. Instructors of vocational agriculture under the supervision of the staff serviced the tractors. The groups were rotated among the different tractors.

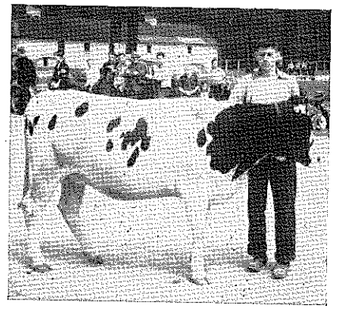
New type F. F. A. dairy show

RAYMOND M. CLARK, State Supervisor,
Lansing, Michigan

Raymond M. Clark

THE traditional type of dairy show in which animals were dressed up and paraded in the show ring, has long been recognized as an interesting and highly competitive institution of the typical livestock show of community and state fairs. At the same time teachers of vocational agriculture and others have realized that teaching a boy to select foundation animals for a herd of high producing dairy cows involves something more than the lessons learned at the conventional show ring.

With this thought in mind a group of teachers in northwest Michigan brought their chapter officers together in the fall of 1946 to plan an F.F.A. dairy show that would help to teach members how to select breeding stock for their dairy herds. The attitude of the boys and their advisers was that there must be some way to put on a show which will break from the traditional show ring type, yet which will retain many of the desirable features such as stimulating participants to desirable accomplishment and providing an opportunity to see what the other fellow is doing.



An entry in the F.F.A. Dairy Show at Traverse City.

After several meetings of the group, over a period of 18 months, the first show was held at Traverse City in May, 1948. The cooperation of a member of the extension staff of Michigan State College was secured, and he placed the animals. F.F.A. members were allowed to show their dairy animals together with all of the records available regarding the animal including production records of the cow, production records of the dam, sisters in production, daughters of the sire, pedigree records and others.

The judge was asked to rate the animals on the basis of an A, B, C, rating considering the animal itself together with the records presented.

Chapters were also encouraged to enter exhibits on production, sanitation, or marketing of dairy products for awards and demonstration teams were allowed to compete as part of the program during the day.

Before the show many had "their fingers crossed" as to the possibilities of providing satisfactory instruction for F.F.A. members of this type of activity. In a conference with the extension specialist who served as judge, questions were raised as to the possibility of placing animals when all the proposed factors were brought into the picture. The purposes of the show were carefully explained to the judge and he with everyone else entered into the spirit of trying to develop a new program that would have definite educational values.

Value of Records in Selecting Animals

The judge took plenty of time to explain his ratings to the group and to emphasize the value of records in selecting animals. A member of the teacher training staff at Michigan State College and a member of the state supervisory staff assisted with the program by working with some of the boys who showed animals and arranging for them to explain their programs to the group.

One of the factors which was responsible for the success of the event was the long period of planning which preceded the first show. F.F.A. members and their advisers from every chapter in the area worked together on many occasions, planning the purposes, the premium lists, the rules and the whole organization of the program so that they came to the show to accomplish purposes which they themselves had had a major part in planning.

Beginning September 1 the Hawaii Association of Agriculture began issuing a monthly news bulletin. Charles W. Lum, secretary-treasurer of the association, is editor and is asssited by several associate editors.

Scene Location A.V.A. Convention

Scene: Milwaukee, Wisconsin, where A.V.A. Convention will be held November 30-December 4, 1948.

Two jobs and security

(Continued from Page 138)

Pros and Cons

An old adage paraphrased might read "the proof of part-time farming is in the living." Therefore, with an average tenure of approximately twelve years the opinion of these part-time farm operators regarding their occupation should have considerable weight. Foremost among the advantages of this way of life they say are the opportunities to "raise your own food" and to "have an added source of income." Disadvantages were less numerously mentioned with "lack of time to do a good job of farming" "transportation problems" appearing most frequently. Obviously, the good points regarding part-time outweigh the handicaps in the minds of all save a few.

It would seem these part-time farm families are essentially "depression proof." In periods of prosperity they can save a good sized fraction of the wages they receive, living meanwhile on the income from their small farms and the food it produces. When non-farm employment slackens and vanishes as it is apt to do, there need be no worry about a roof or food for the farm provides security.

Conservation demonstration

(Continued from Page 135)

A program with a map of the farm, a list of projects to be completed and the names of the contributors, was distributed by veteran Hester as he welcomed the spectators to the farm.

The results of the demonstration proved to be most gratifying as expressed by the veterans in their reports at the next meeting. The instructors in Institutional On-Farm Training at Louisa County High School are Messrs. W. L. Chisholm and J. M. Russell. The regular agricultural instructors are Messrs. E. B. Lancaster, Jr. and E. M. Pennington, Jr.

OFFICE OF EDUCATION, WASHINGTON, D. C.

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

Specialists:
F. W. Lathrop—Research
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H. B. Swanson—Teacher Training
R. E. Naugher—Part-time and Evening
A. H. Hollenberg—Farm Mechanics
E. J. Johnson—Program Planning
W. N. Elam—Program Planning

d—directors
ad—assistant to director
as—assistant supervisors
rs—regional supervisors
s—supervisors
ds—district supervisors
t—teacher trainers
it—itinerant teacher trainers
rt—research workers
Nt—Negro teacher trainers
sms—subject matter specialists

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

ALABAMA
d—R. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
s—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Green, Auburn
as—J. L. Dailey, Montgomery
t—S. L. Chesnutt, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
sms—C. G. Scarborough, Auburn
Nt—Arthur Floyd, Tuskegee Institute
Nt—F. T. McQueen, Tuskegee Institute
Nt—E. L. Donald, Tuskegee Institute

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

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

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

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

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

DELAWARE
d—R. W. Heim, Newark
s—W. L. Mowlds, Dover
t—Paul M. Hodgson

FLORIDA
d—Colin English, Tallahassee
s—Harry Wood, Tallahassee
t—E. W. Garris, Gainsville
t—W. T. Lofton, Gainsville
ds—J. G. Smith, Lathrop
ds—F. L. Northrop, Gainsville
ds—T. L. Barrineau, Jr., Gainsville
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee

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

HAWAII
d—W. W. Beers, Honolulu, T. H.
s—W. H. Coulter, Honolulu, T. H.
as—Riley Ewing, Honolulu, T. H.
as—Takumi Kono, Hilo, Hawaii, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO
d—William Kerr, Boise
s—Stanley S. Richardson, Boise
as—Ed. Lovell, Pocatello
t—H. A. Winner, Moscow
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. Weins, Urbana
t—L. J. Phipps, Urbana
sms—Melvin Henderson, Urbana
sms—H. J. Rucker, Urbana
sms—Harold Witt, Urbana

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

IOWA
d—L. H. Wood, Des Moines
s—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
t—Barton Morgan, Ames
t—John R. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames

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

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

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

MAINE
s-t—Herbert S. Hill, Orono
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
s—Luke H. Kelley, Lansing
s—Raymond M. Clark, Lansing
s—John W. Hall, Lansing
t—H. M. Byram, East Lansing
t—G. C. Cook, East Lansing
t—Paul Sweany, East Lansing
t—Guy Timmons, East Lansing

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

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

MISSISSIPPI
d—H. E. Mauldin, Jr., Jackson
s—A. P. Fatherree, Jackson
as—R. H. Fisackerly, Jackson
ds—E. E. Gross, Hattiesburg
ds—E. E. Holmes, Oxford
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—N. E. Wilson, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
sms—D. W. Skelton, State College
sms—A. E. Strain, State College
Nt—A. D. Fobbs, Alcorn

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

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

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

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

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

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

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

NORTH CAROLINA
d—J. W. Smith, Raleigh
s—Roy H. Thomas, Raleigh
as—R. J. Peeler, Raleigh
ds—R. 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—A. F. Arnason, Grand Forks
s-t—Ernest L. DeAlton, Fargo
as—Winston H. Dolve, Fargo
t—Shubel D. Owen, Fargo

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

OKLAHOMA
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
it—Robert R. Price, 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

PENNSYLVANIA
d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
s—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
it—Glenn Z. Stevens, State College

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

RHODE ISLAND
d-s—George H. Baldwin, Providence
t—Everett L. Austin, Providence

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

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

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

TEXAS
d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
as—R. Lano Barron, Austin
as—George H. Hurt, Austin
ds—O. T. Ryan, Lubbock
ds—Vannoy Stewart, Commerce
ds—C. D. Parker, Kingsville
ds—A. B. Childers, Mart
ds—O. M. Holt, College Station
ds—W. E. Williams, Alpine
ds—J. B. Payne, Stephenville
ds—L. I. Samuel, Arlington
ds—J. A. Marshall, Nacogdoches
ds—T. R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—L. V. Halbrooks, College Station
sms—W. A. Sherrill, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—S. V. Burks, Kingsville
it—E. V. Walton, College Station
it—G. H. Morrison, Huntsville
it—F. B. Wines, Kingsville
it—L. M. Hargrave, Lubbock
it—Feral M. Robinson, Huntsville
sms—Kyle Leftwich, Huntsville
Nt—E. M. Norris, Prairie View
Nt—O. J. Thomas, Prairie View
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—E. Allen Bateman, Salt Lake City
s—Mark Nichols, Salt Lake City
as—Elvin Downs, Salt Lake City
t—L. R. Humpherys, Logan

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

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

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

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

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

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