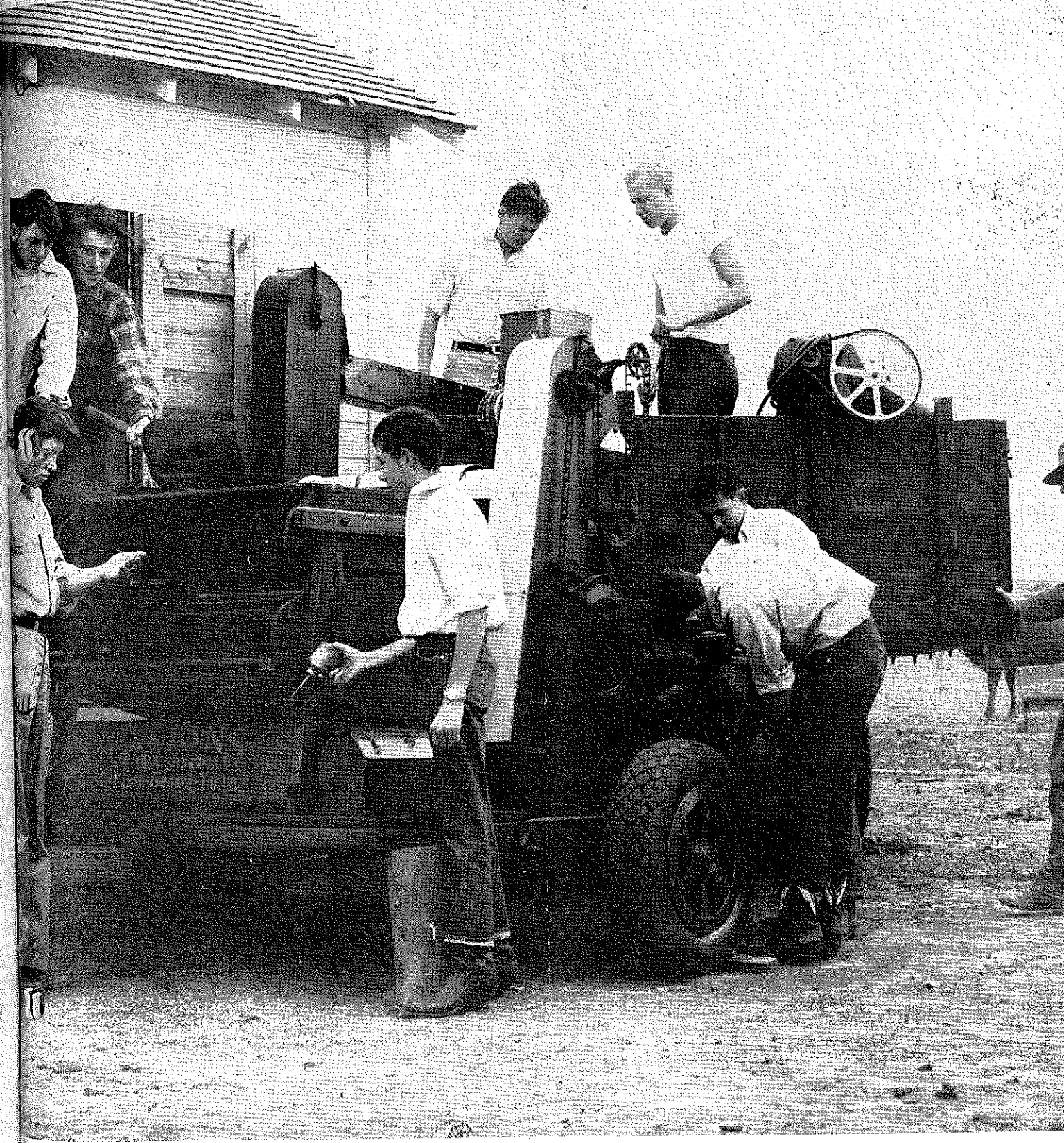


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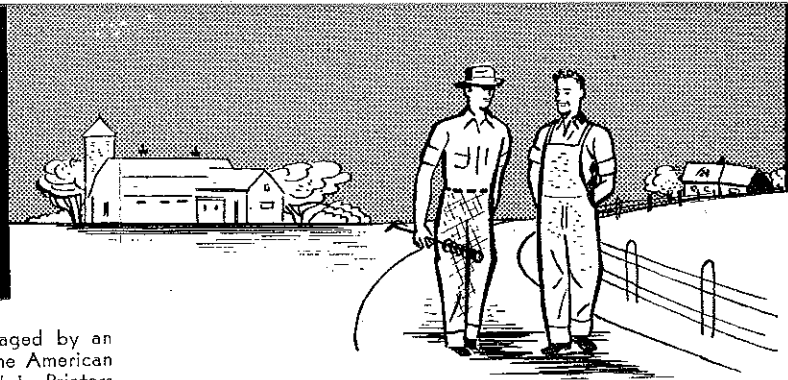
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Members of the Cordell, Oklahoma F.F.A. Chapter operating the chapter owned seed cleaner and treater. Under the direction of Jack Harper, teacher of vocational agriculture, 13,000 bushels of seed wheat were cleaned and treated on 93 farms in the Cordell community. (Story on page 88)

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 Publisher, Danville, Illinois.

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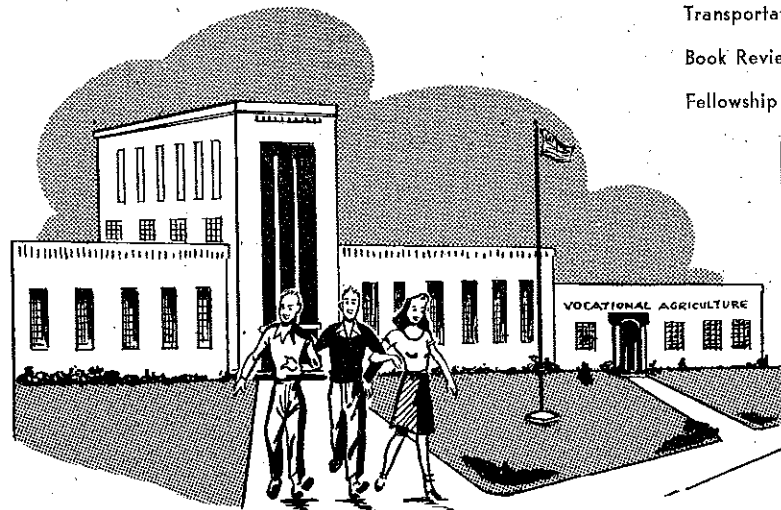
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Subscription price, \$1.50 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$1.75. Single copies, 15 cents. In submitting new subscriptions, designate by appropriate 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.

Editorial Comment

Selecting farming programs

WHAT new experiences do I need to improve my ability in farming? How can I make progress toward establishment in farming? How can I secure new experiences in farming? How can I develop a farming program which will help me toward establishment in farming and at the same time, contribute to the home farm program?



Raymond M. Clark

These are questions basic to the development of sound farming programs by students of vocational agriculture in our high schools. The effectiveness of farming programs will be largely determined for each individual by the ways in which the farming program measures up to the criteria suggested by the above questions.

Experiences must be provided which will help students to develop abilities necessary for the best type of well-rounded, broad-minded, progressive farmers with enough economic competency to manage a modern farm business. These experiences must be of a type which will help students learn the best production practices in the enterprises of the farm, the best programs for maintaining and improving quality of farm family living, the understanding of the responsibilities of farmers for conservation of natural resources and marketing of healthful products from the farm, and the ability to develop and maintain a desirable social environment.

Teachers of vocational agriculture and their pupils have made "surveys of the home farm" with the idea of using the results of the survey as a basis for organizing the instructional program. These surveys take various forms, but generally result in a determination of such items as (1) number of each kind of livestock, (2) acres of each kind of crop, (3) number of acres in the farm, (4) buildings, (5) acres of woodlot, and (6) machinery.

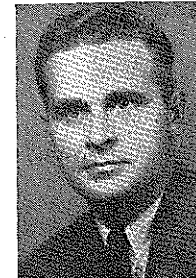
These are all desirable types of information, and every teacher of vocational agriculture should have this kind of information when he begins work in a community, and he should keep the information up-to-date. But this kind of data is not enough to help students to build farming programs which will provide new experiences, or lead to establishment in farming, or even fit into the home farm situation. In addition, students should be taught and encouraged to analyze the factors of management and production involved in each of the enterprises listed in their survey. They should ask themselves such questions as: How good is this enterprise? What needs to be done to improve the enterprise? What experiences do I need to secure so that I will be expert in the management of production aspects of the enterprise? These questions should be asked in terms of production, in terms of practices used, and in terms of the relation of the enterprise to the total farm business.

For example, a boy in the class from a farm having a herd of dairy cows would find out how the cows in the home herd compare with the most profitable herds of the area. He would check on the practices used at home as compared with approved practices. He would analyze the experiences he has had in managing a dairy herd. He would also study the relation of the dairy herd of the crop program, the soils, the machinery, the labor available, and other factors of the farm business.

After making this kind of analysis of the dairy herd, the student would be able under the guidance of the teacher, to make the dairy enterprise a part of his farming program with definite plans for the experiences which he will have and with an understanding of the relation of his farming program to the total program on his home farm.

RAYMOND CLARK
Teacher Education, Michigan

Accent on farming programs



Robert Howey

VOCATIONAL education in agriculture has been criticized in the past, somewhat justly, for not being vocational. When vocational agriculture was put into schools, it was taught as an academic subject in the same manner as other courses offered in the high school. There was very little thought given to the future of the boy after he had graduated from high school. Most of the attention was given to putting him in possession of subject matter.

The trend in the organization of the program in agriculture has been toward a more functional plan of education with thought to producing an individual capable of living a satisfactory and worthy life. This trend has indicated that we are becoming increasingly aware of the fact that we are teaching boys instead of subject matter and that a superior program in agricultural education is one which emphasizes a provision for the experiences that the student encounters in everyday living. We have a great opportunity to combine actual experience with subject matter in such a way as to provide a functional education in agriculture for the students who come to us. We must help these boys to develop an educational program in which they learn by doing the things they do in life.

This functional concept resulted in many programs being planned around the supervised farming of the student in order to make the program entirely functional. This is a step in the right direction. Richness and variety of experiences can be provided in the program. Many of these programs planned around the supervised farming programs of the student are based on productive projects or ownership projects of the student, rather than on the supervised farming program in its broadest sense. Such a program fails to recognize the student as a whole individual in a whole situation with many problems and needs arising from his home farm experiences. A truly functional program of vocational education in agriculture makes use of improvement projects and supplementary practices to broaden the field of supervised farming in order to provide wide, rich experiences and activities in all phases of farm living.

It stands to reason that if the boys are to receive systematic training for farming through their supervised farming programs those programs must consist of more than single project enterprises. Too often we are concerned with only those things under the ownership and managerial responsibility of the student rather than considering his whole situation on the home farm. The supervised farming program should be broad enough in scope to include all of the home farm and community activities, interests, and needs of the student through well planned improvement projects and supplementary practices. The supervised farming should be coordinated with the classroom work. The activities of the F.F.A. should be based on total farm interests and activities, and be adapted to the individual boy.

ROBERT HOWEY, Teacher, Newark, Illinois

A long look

TEACHERS of agriculture as well as people in other walks of life should occasionally view their work at a distance to see how important it is and how it fits into the scheme of things that are vital to life and happiness for self and for others. In many instances, teachers of vocational agriculture are leaders in their communities and must take a broad point of view to determine the educational needs of farm families living in their communities.—R. E. NAUGHER.

Should our pattern change?

W. A. SMITH, Teacher Education, Cornell University



W. A. Smith

FOUR contributions in the July issue of Agricultural Education prompt me to respond here with some comments in question form about which I have been deliberating for some time. I refer to the two editorials by Martin¹ and Davidson², the excellent article by Sweany³, and the report of a study made by Kitts⁴. I find in the four a reference for the question of future programs in agricultural education.

First, I should confess that I approach each of the articles referred to with a bias and, characteristically of all such unscientific approach which results in selecting what one wishes to find and ignoring the less favorable, I may be guilty of misinterpretation of the evidence. My bias, if it be such, is the thesis that our emphasis in programs of vocational agriculture is very much in need of change in the direction of less emphasis upon all-day programs as farmer-training and increased emphasis upon serving out-of-school youth if we are to realize that goal.

The unusually complete data reported by Sweany emphasize the trend toward a decrease in total opportunities to become established in farming over the 30-year period, 1910-1940, which includes the period in which the Smith-Hughes program has been in operation. All of us are aware of factors which have led to this trend, such as increased efficiency of operation—more out-put per man; increased size of operation per man—a single farm family in some cases today may be operating as a unit the amount of land which formerly supported two or three families; the increase of competition in our economy which has made our less productive land unprofitable to operate—influenced in part by the fact that successful operation today is measured more and more in terms of relation between income from products sold and cost of things purchased and less and less in terms of being a self-supporting business.

Significant Slants

Add to the above factors the very important development of the past twenty years in the increase in investment necessary for successful farm operation and you have significant reasons for the trend toward an older age level of beginning farm operators as implied in the data reported by Sweany. Have we in vocational agriculture kept pace with these changes in agri-

¹Martin, W. H. New Design, Agr. Edu. Mag., Vol. 22, No. 1, p. 3.
²Davidson, A. P. Strength in Established Patterns, Agr. Edu. Mag., Vol. 22, No. 1, p. 3.
³Sweany, H. P. Estimating Opportunities in Farming, Agr. Edu. Mag., Vol. 22, No. 1, p. 4.
⁴Kitts, H. W. For What or What For? Agr. Edu. Mag., Vol. 22, No. 1, p. 16.

culture and the increasingly competitive economy in which farming as an occupation has become more and more involved? Have we recognized adequately the probability that preparation for farming requires a longer period of time than when the Smith-Hughes program got underway? It is true that the problems of successful farm operation today are more intricate and require a different amount and degree of participation as a means to solution (learning through doing) than is likely to be available or possible for a 14-year-old boy or even for most of our youth during the first two or three years of high school? Hasn't our experience in the Veterans Training program made clear that the most real opportunity for vocational instruction comes when the pupil has real problems of establishment in farming?

Current Goal

Davidson calls our attention to our "strength in established patterns," and well that he does. This position has not been established without struggles and at least certain aspects of it should not be relinquished. Particularly, we should guard jealously our position gained in the secondary school program. However,

should we not take the lead in questioning our objectives and evaluating our accomplishments at this level rather than, like the ostrich, hide our heads in the sand and let others point out to us our failure to keep pace with changing conditions? Isn't there a real case to be made for the need for increased guidance and orientation of our youth for this business of farming—a program of instruction designed to help the boy decide whether or not preparation for farming is what he wants and, for him, will lead to establishment in a successful farm business? This, in my judgment, is not only a function of vocational education but it is an obligation which no one but the vocational educator can discharge adequately. Frankly, it is my conviction that our primary achievement during the first two or three years of the secondary-school period has become one of aiding pupils to decide that farming is or is not the occupation to which they aspire. I believe firmly that supervised farming programs involving project activity are as essential to helping a boy decide whether or not to prepare for farming as they are in enabling him to make the preparation once he has decided that for him instruction in agriculture is really vocational. Don't we need to recognize that no instruction is truly vocational until the learner himself is aware that he is preparing for the particular vocation?

Professional

S. S. SUTHERLAND

B. C. LAWSON

Our program for veterans — a guidepost

RALPH A. HOWARD, Ohio Supervisor.



Ralph Howard

GUIDEPOSTS or sign posts may serve a variety of functions — may point the way or warn of danger. Implications naturally are pretty much in young-farmer and adult-farmer fields.

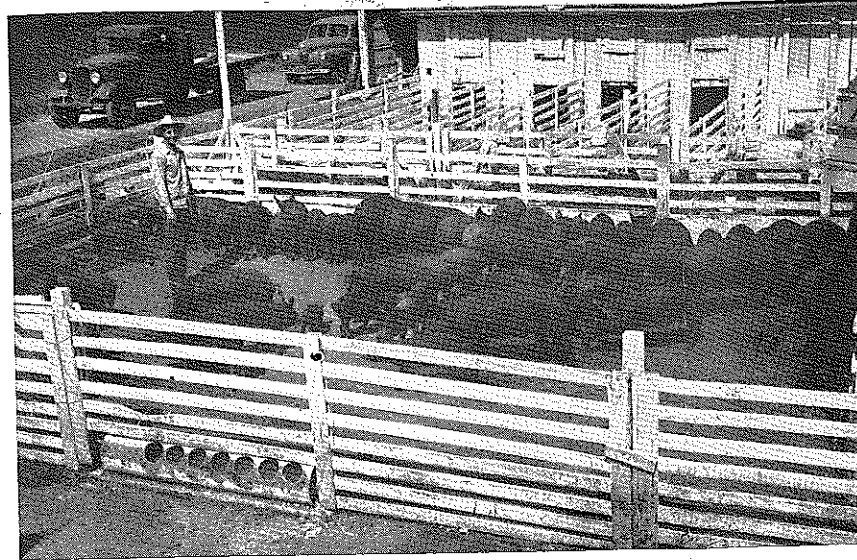
1. We need to do a good job with the veterans' program or we will be charged with a failure.
2. We do not want to lose the veterans to someone else when the program is over after all the worry, time, and effort we have put into the program.
3. Most significant single implication is individual on-farm instruction.
 - a. Working out individual farm plans and helping veterans to carry out those plans.
 - b. Points to need for regular teachers to have home time to work individually with young farmers and adult farmers.

4. Long-time individual farm plans should promote long-time instructional programs.

5. From the veterans' program should come a small supply of very desirable teachers for the regular program:
 - a. Regular teachers with good experience in young-farmer and adult-farmer areas.
 - b. Special instructors in young-farmer and adult-farmer areas.

6. The veterans' program is demonstrating that the teacher of vocational agriculture needs to be a director of an agricultural education program in a community—using resources of the community—in-service training.

7. There is a definite need for research on the veterans' program from three standpoints:
 - a. Improvement of the veterans' program itself
 - b. Implications for the young-farmer program
 - c. Future needs of the veterans in an adult-farmer program.



The home supervised productive enterprise meets the ultimate challenge. When properly conducted, it can grow to a full-time farming occupation within a short time. This young man, one year out of high school, had a net worth of more than \$6,000, annual labor income of more than \$4,000. There is real satisfaction in having a part in the development of such a Future Farmer.

Productive projects preferred

GILBERT A. HUTCHINGS, Regional Supervisor, San Luis Obispo, California



G. A. Hutchings

THE term productive project has come to mean, in vocational agriculture, a project owned by the boy; while the term non-productive project applies to one that the boy does not own but in which he is participating for the experience only.

than a non-productive project. I am one that happens to think that even a small project that is actually owned by the boy is more valuable to his training program than to have him participate in a much larger situation owned by someone else.

The pride of ownership is an important factor to be considered. The old idea that no one takes care of things that do not belong to him as well as he would if he owned them, is certainly true. The best proof of this is to observe what happens to a ranch that has been rented for several years. No matter

Projects are encouraged and considered a necessary part of our program because it is through them that students get the practical part of their training. It is in this project program that they learn the skills and the down-to-earth fundamentals of agriculture.

Besides this practical phase of training, projects play another very important role. They often provide the interest that keeps boys in agriculture and in school. I recently heard a successful dairyman who is about thirty-five years of age remark that the thing that kept him in agriculture, and in school for that matter, was not his interest in learning the dairy business, although at the time he was in school his father operated a very successful dairy, but his projects in beef cattle. The joy and enthusiasm he got from showing steers at the fat stock shows provided that interest. He remarked that if it hadn't been for his beef projects he would not have been in the agricultural department where he actually learned much about the dairy business.

Most everyone will agree that good productive projects are more valuable in our program of vocational agriculture than non-productive projects. The question is, how small can a productive project get and still be more valuable

The article by Hutchings and the one on the following page by Gibson present arguments for productive and non-productive projects as pathways of learning through farming. Merits tend to be relative according to Mr. H. H. Burlingham who places emphasis on doing effective instruction on the farm, in his article on page 80.

—Editor

space on the edge of town where larger animals can be kept, or renting of land for crop projects. True, it is more work for both the boy and his instructor than a similar project where a boy lives on the farm. I have seen many a town boy gain some valuable farm experience under conditions mentioned above. In many cases, they are more valuable because the project is some distance from where the family lives and the boy is not so likely to depend upon the parents for assistance.

After a boy has been out of school for a few years, he probably will decide that the experience he received from his project program was more important than the money he made. But I don't believe the instructor can find the right kind of words to convince the boy that money isn't a very important thing at the time he is in school carrying on this project work. The prospect of making a profit is a great motivating influence. Every time a boy starts an animal project he dreams of that animal becoming a grand champion and every time he plants a crop, he visualizes a record-breaking harvest and top price.

An important educational experience which a boy can get from a productive project which he cannot get from a non-productive one is in financing. With an ownership project, he can get the experience of borrowing money, signing notes, and figuring interest. This is a day in which most farmers use credit freely. It is valuable for the boy to get these experiences in his project work while it is still on a relatively small

Farming Programs

C. L. ANGERER

how interested a boy might be in livestock owned by someone else, he is much more interested in his own.

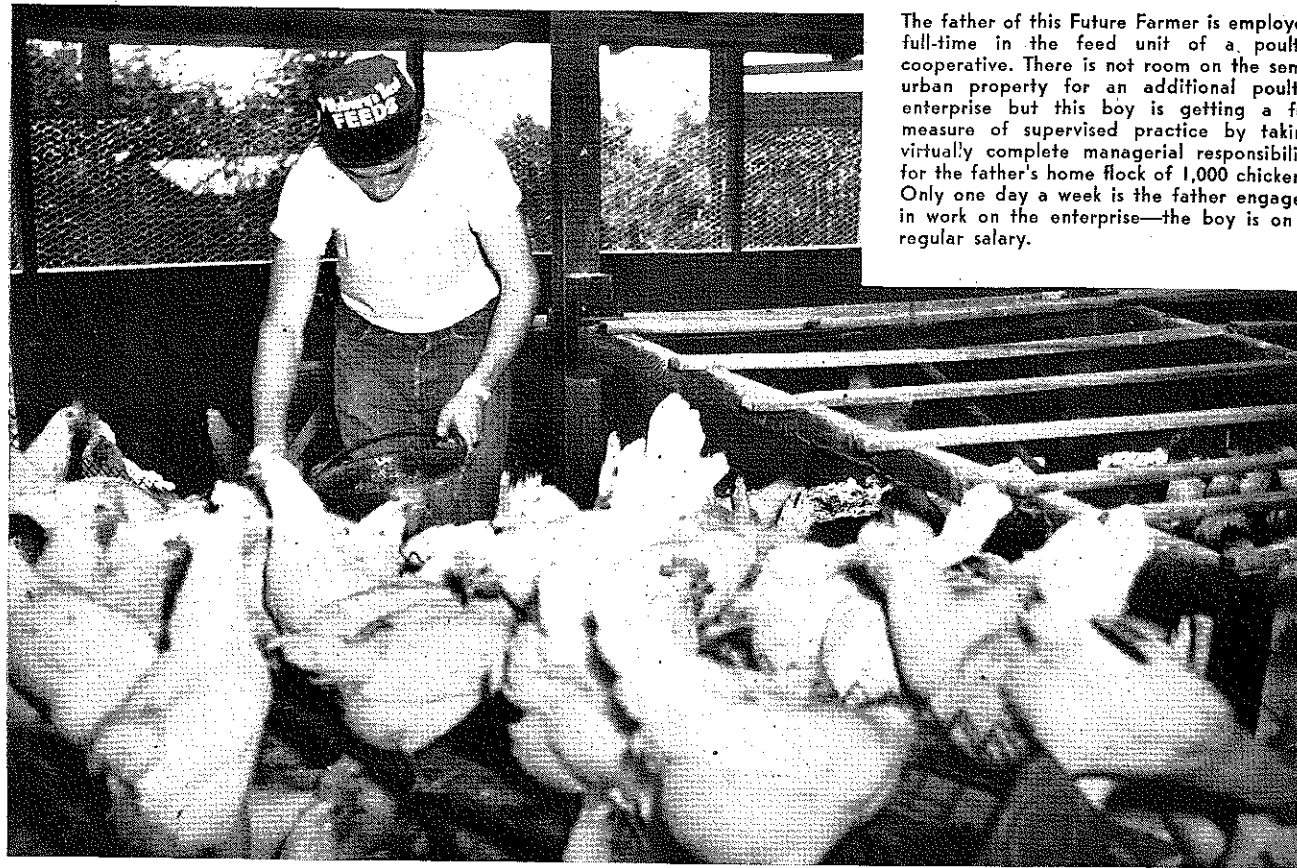
Non-productive projects are used in most cases to meet minimum requirements, which, in itself, is not a good recommendation for them. Most boys, if they have ambition and a desire, can own a project.

Our project programs can be so varied and broad in scope that they can fit into most any kind of a home situation. A question often arises about the boy living in town who wants to take agriculture. If he is really interested, he can usually have a productive project. Projects such as poultry, nursery, truck garden, cut flowers, and others, can often be carried on by a boy on his town lot. If he is really ambitious and wants something bigger, there is the possibility of renting corral

scale. It is more valuable training for the boy to have borrowed money from the bank to finance his project than to have borrowed it from his Dad. If he can borrow it on his own signature and not have his parents or teacher sign with him, it is still more valuable because he feels a greater responsibility. Another's signature on the note can't help but shift a little of the responsibility from the boy to the co-signer.

The boy who has the qualities to make an ordinary showing with non-productive project, would be a tremendous success working with something he actually owns.

In the eyes of the Future Farmer, a non-productive project compares with a productive project about like a stick horse compares with a real pony—at best, it is only a poor substitute.



The father of this Future Farmer is employed full-time in the feed unit of a poultry cooperative. There is not room on the semi-urban property for an additional poultry enterprise but this boy is getting a full measure of supervised practice by taking virtually complete managerial responsibility for the father's home flock of 1,000 chickens. Only one day a week is the father engaged in work on the enterprise—the boy is on a regular salary.

Developing non-productive farming programs

J. C. GIBSON, Regional Supervisor, State Bureau of Agricultural Education, Los Angeles



J. C. Gibson

MY FRIEND Gilbert Hutchings has compared a non-productive project to a broomstick horse. It is my thought that a successful non-productive project actually takes more planning and correlation than the relatively easy solution of getting a boy a gilt or a heifer to start his home supervised program.

It is true that teachers often travel many miles and spend long hours looking for the right type of animal. But how much thinking has gone into the non-productive type of project? Have we unknowingly and unintentionally slipped into the habit of shifting responsibility to the boy when he does not have the opportunity or facilities for a productive (ownership) project?

In our agricultural educational jargon we usually designate non-productive types of projects as falling into one of three categories; namely, (1) Home or farm improvement (2) Supplementary farm practice (3) Placement for farm experience.

If the facilities for productive projects are lacking, the instructor usually sympathizes with his student and explains to him that he *must* carry some sort of

a project if he wants to remain in the vocational agriculture class. In other words, the responsibility has been put on the shoulders of the boy for developing a non-productive type of project. To the teacher it is an easy way out; to the boy it confuses his program of agriculture. He is told to keep a record of his hours of labor and income, if any, and report this periodically. Why? What for? To have a project in order to remain in the class!

In addition to the productive types of projects, a complete, well-balanced supervised farming program may well include some non-productive types of projects. In a balanced program it is not a case of either a productive project or non-productive project, rather a case of both, one or more productive projects and one or more non-productive types.

Non-productive projects require proper and adequate selecting and thorough planning to be of real value in the overall educational objective of the student's supervised farming program. This planning requires time and effort by the instructor.

In the classroom, a presentation of various opportunities in farming programs can be discussed with broad suggestions as to the possibilities and importance in building non-productive types of projects. However, the actual development can only be done on the home or farm with the student. It is well to have the parents work with the teacher of agriculture in planning

the boy's improvement, supplementary farm practice, or placement for farm experience program. The cooperation of the parents is essential for success.

The development of home and farm improvement, placement for experience, and supplementary farm practice projects requires much more original thinking and imagination by the teacher than that required for the development of productive projects in which the student has money invested as well as time. Usually time and activity are the only factors to plan for in non-productive projects. One of our successful teachers has developed a satisfactory procedure in the execution of the selecting and planning of such projects.

In his program he visits the boy's home or farm and with him jots down some of the things that he thinks the boy can do during the year to improve the surroundings of the home or farm. Notations are also made of the things the student would like to learn in order to gain some supplementary farm practice. The teacher can be of great help in suggesting ideas as he surveys the place with the students.

After all of the items are listed, the boy and the teacher sit down together and make definite and specific plans of what the student can do the first quarter, what he can do the second quarter, and what he will undertake for the balance of the year. After a decision has been made as to what jobs the student wants to do the first quarter, the teacher can then make out in duplicate a form of the boy's plan of operation and ways and means of accomplishment. At the end of the quarter the teacher visits the boy, and checks to see if the items listed at the

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Why I believe in supervised farming programs

ROBERT J. BISHOPP, Teacher, Powell, Wyoming

WE TOO OFTEN overlook the supervised farming phase of our program in vocational agriculture. When we do, we are overlooking one of our effective tools.

Vocational agriculture has reached the position it has attained in our schools today because of the application of theory to practical jobs on the home farm as a part of the training institution. Unless we all do more to build up this school-home relationship in training farm boys to be farmers, we are apt to have difficulty in justifying our place in the over all training program of high school boys.

Four major objectives of the supervised farming program should be kept in mind when planning the farming program to be carried out by the department and the instructor. I may not list these in the order of preference which would meet the approval of every teacher but I doubt that one objective is any more or less valuable than the other.

1. Learning by Doing:

It is necessary to make the home farm an "experiment station" for the boy. The farm becomes a part of the training plant in which the student can apply practically his theory and knowledge through the aid and confidence of his parents, and a place where new experiences, techniques, and ideas can develop for him. The gains from the farming program are not in dollars and cents necessarily but in experiences which will make him a farmer. He must have self ownership of his project or projects in order for him to feel he has partial ownership in the farm and its operations. Management of his project and eventually a partnership with his father in the farm operation is the goal.

2. Student Co-operation and Interest:

Through regular and frequent visitations to the student's farm you will note a spirit of cooperation and interest developing in him. He feels that you have an interest in him and confidence is built up. He assumes that his parents and teacher are on a common plane and many of the school discipline problems are by-passed.

3. Parent-School Relationship:

There is no other department of the school system which can and does gain closer parent-school relationship than the department of vocational agriculture and its supervised farming program. If, for no other reason than this, the effort expended on visitation to the boy's farm homes would be worthwhile. A chat on the corral fence with Dad means much to your standing in his mind and the mind of the student and provides a "selling" technique for the vocational program. Our recent

parent and son banquet, attended by 227 persons is the climax to the supervised farming program. It will be the vote of these relatively few satisfied patrons of your community that will enable you to get newer and better equipment in the department or closer cooperation of a doubtful school faculty or administration. Remember we are a publicly supported institution and we need that support if we are in the game for a life work.

4. A Guidance and Counseling Service:

We, again above all other teachers in the school, have a medium in the supervised farming program in which we get acquainted with the students, their parents, the home, and the environment which means so much in properly adjusted boys. We do not assume that every farm boy who enrolls in agriculture is doing so because he will be a farmer, but what percentage of your graduates are farming today, the first season after graduation, the second, or even the third?

There are jobs in agriculture today that require a farm background, an agricultural major in high school and a college degree as necessary prerequisites for employment. It is our place to get progressive farm students to continue their education with an idea of going into the many technical fields of agriculture. There are farm boys who also will not be successful farmers. We must guide and counsel our students.

How do we in this department meet these objectives set for a supervised farming program? By no means should we say that we alone have accomplished them. It was through strong, well organized efforts and leadership on the part of instructors preceding us back to 1930, plus a lot of hard work, that have established the policies we now have. The results are that of the 17 American Farmer Degrees awarded to Wyoming, 9 have gone to worthy men at Powell. Of these nine, five men are successful farmers in the community, one was farming at the time of accidental death four years ago, one is farming in a nearby community, and two are attending the University of Wyoming. Three to five State Farmer degrees are awarded students of the department each year and the two past state star farmer awards were granted Powell youth. The first boy to receive the award is farming his father's place entirely with an additional forty acres of irrigated land. The second boy to receive the award was graduated this past year.

Our recent final project report would be of interest to many. We had an enrollment of 60 boys carrying an average of 1.9 projects per boy. One hundred four projects were completed out of 105

started. It is our aim that each boy develop a livestock program along with his crop program in order to achieve a balanced agriculture. Of the above total projects in this report there were 41 livestock projects totaling 257 head, and

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Evidence of value

J. ARTHUR JOHNSON, Teacher, Ellensburg, Washington

THE Ellensburg High School, located in Kittitas County, Washington, boasts of a department of vocational agriculture that is functioning. It has materially influenced the kind and efficiency of farming in the upper part of the famous Yakima Valley.

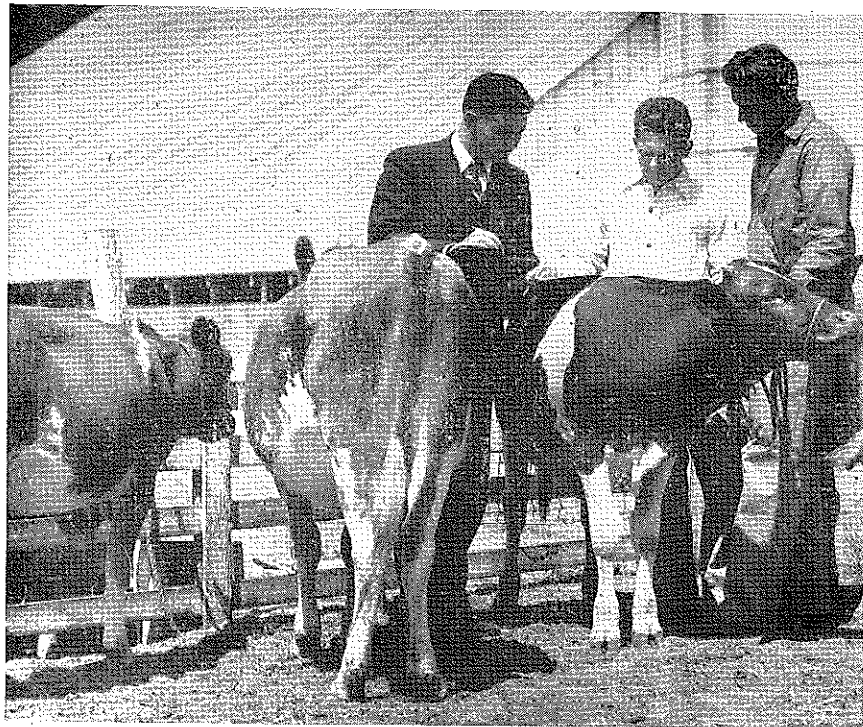
Early teachers of agriculture in the Ellensburg High School were Otis Fletcher and Earl Cooke. Boys who received their training from these men are still farming in the county. J. Arthur Johnson, the present head of the department, began his work in 1927. Now with him are Delton Davis, in charge of farm shop, M. J. Burke, who devotes full time to veteran training, and S. L. Smith, specialist in shop training for veterans.

Before the advent of vocational education, this valley was a hay, grain, and livestock producing section, with the first crop receiving most attention. Economic factors—the work of the department, in cooperation with the Extension Service, the Soil Conservation Service, and the Chamber of Commerce—changed this by the introduction of new crops with high returns per acre, such as the now famous Kittitas Valley potatoes, sweet corn, and sugar beets. Beef cattle and dairy herd improvement has been on the upgrade during all this time and the Valley now boasts of many of the finest herds in the State.

The instructors of the department point with pride to the fact that many of their ex-students continue to study and develop in their chosen fields to the extent that they are better informed and more skilled than their instructors. Mr. Johnson said, "I can remember the time Roy Brunson asked me to help select a Jersey bull as his herd sire. Now, if I wished to select a Jersey sire for my own use, I certainly would consult with Roy before making a purchase. I think he is better informed about Jersey cattle than most of the fieldmen."

In other fields we find Eugene Barnhart an expert breeder of Hereford cattle, Jimmy Scaton well skilled in Chester White swine breeding, Gerry Dodge with an outstanding herd of purebred Guernseys, and Byrl McNeil producing riding horses with the best of them.

Keith Lowe, Stanley Peterson, Fred and Bob Deifenbach have all the angles on growing potatoes of highest quality. Richard Reigels' good management and ability to grow the right crops at the right time has become a tradition in his section of the Valley. In any direction you travel from Ellensburg into the Valley you will meet former students and F.F.A. members who are doing outstanding jobs of farming.



Proper supervision of the home farming enterprise means more than a social call at the farm. It is a golden opportunity for the continuation of educational processes started in the classroom, the laboratory and the field trip. This teacher is making a careful check of the butterfat and breeding records of his Future Farmer, on a "project" visit.

Making the farm visit profitable

HERBERT H. BURLINGHAM, Teacher Education, California State Polytechnic College



H. H. Burlingham

NO matter what the "type" or "kind" of project, its success will depend upon how good a job of supervision is done by the instructor. A successful project is one which makes a valuable contribution to the supervised farming program and to the total agricultural training of the pupil.

Instruction in vocational agriculture has capitalized the project as a training device but we can do a still more effective and efficient job of training by making our farm visits more profitable. Effectiveness can be achieved by (a) planning and preparing for the visit, (b) making the visit worthwhile, and (c) making an adequate number of visits.

Each visit should yield some immediate result. There should be a definite reason for the visit and a specific objective to be accomplished.

A visit made on the assumption that something will arise during the call which can be used as a basis for discussion or for individual instruction is about as reliable as a guess on the direction a flushed quail will fly.

The following are some brief "rules of thumb" which can be recommended as guides to preparing for a farming program visit.

- A. Review the records of previous visits. If you do not keep records of conditions, plans made, and recommendations agreed upon, perhaps now is the time to start them. What is the pupil's current supervised farming program? What progress has recently been made? What future plans have been discussed by the pupil, the instructor, and the parent? How do the "projects" tie into the total instructional program and objectives of the pupil? These are some of the questions and problems about which the instructor needs to be up-to-date before he calls on the pupil and his parents.
- B. Review the pupil's farm account records.
- C. Be prepared to do something for and with the pupil.
- D. Prepare and bring up-to-date your notebook or folder of supervisory reports and materials.
- E. Adopt a general weekly schedule for visits to supervised farming programs. Schedule visits in advance and notify each boy of the date you plan to visit him.

Making the Visit

The primary purpose of the visit is for individual instructional purposes. Secondary but vitally important purposes are those of stimulating increased interest and activity by the pupil and maintaining desirable relationships and cooperation with the parents.

Here are some means of accomplishing these purposes:

- A. Keep appointments which are previously made.
- B. Make a point of visiting with parents of the pupil. Greater and quicker results would often be attained if more attention was given to informing the parents of current activities in the chapter doings, of plans proposed, and of things which can be accomplished by their son in his agriculture program.
- C. Give the pupil something worthwhile. This may be a tangible "something," such as a new bulletin, a picture of an outstanding farm animal, a seed sample of a new or improved crop, a sheet for recording breeding dates, or a chart on rates of seeding. It may be in the form of suggestions or recommendations arrived at through a cooperative and democratic discussion with the pupil and parent.
- D. Let the pupil and his parents know how he is getting along. Let expressed recognition of progress or of a job well done be a stimulation to still greater accomplishment.
- E. Plan with the pupil for future events or operations which will occur in his farming projects. Planning ahead may well obviate the need for a second visit one week hence. Make sure that plans made and recommendations suggested are fully understood by the pupil and agreed to by all concerned. Could a record of such items be placed in the pupil's farm record book?
- F. Complete your own records and observations after you leave the pupil but before you make the next call. The form of the records should be designed by the individual teacher to give him the information he wants in helping the pupil to improve the supervised farming program and plan future operations, and to aid in correlating classroom and shop instruction with project needs.

Adequate Number of Visits

Beginning teachers and some experienced teachers often ask the question, "How many visits should I make to each boy?" My usual answer is, "The number of visits necessary to keep the boy on his toes, his projects operating efficiently, and his farm records up-to-date."

This would indicate that visits should be made quite frequently and I do believe there is some advantage in frequent and regular visits. At the same time better planning and scheduling, and more complete and worthwhile supervision might well eliminate the need for an immediate subsequent visit.

The belief is often advanced that visits can best be made, and can be made most effective, when the pupil requests the visit as a result of a felt need for advice and help. This is an admirable principle and undoubtedly can be followed, at least to some extent, with the more advanced pupils. Most

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Farming programs for non-farm boys

FRANKLIN W. WOODING, Teacher, Meriden, Connecticut

THE teacher of agriculture in the city high school are confronted with some problems that are similar but also with others that are different and characteristic of the community in which he is working. I wish to discuss here one of the problems that is rather characteristic to the department of vocational agriculture in a city—namely the providing of a suitable supervised farming program which will provide satisfactory individual instruction during the school year and particularly during the summer months.

The boys who take vocational agriculture in Meriden High School do not all come from full-time farm families. Many come from part-time farms, one or two each year come from no farm at all, and only a few from full-time farms. The part-time farms are very small, the principal enterprises being a poultry flock of less than one hundred hens, and a garden to provide the family with fruits and vegetables. The boys from "no farm at all" live in apartments, tenements, or in homes where there is not a flower garden and sometimes not even a lawn to mow. The full time farmers are mostly dairymen or poultrymen.

Many Possibilities

The supervised farming program for the boy from the part-time farm usually consists of the boy taking over the garden or the poultry flock during his first year of agriculture. The second year he may operate both, but usually the poultry flock, if he operated the garden during the first year. These small operations do not provide as great a variety of experiences or training in skills as is desirable, but are far better if well done than a half-hearted job done by a farm boy on his home farm. The third year I try to get the boy placed on a commercial farm as a hired hand for part time work during the school year, and full time work during the summer months. This means commuting back and forth to work every day in almost all cases since only occasionally is it possible to find a farm where the boy may live on the farm. The program of these urban boys often seems rather picayune to that of the farm boy who has a rather broad farm experience and a large variety of enterprises from which to choose. That which is a new experience and very much worth while to the city boy is often a simple every-day-chore to the farm boy.

The boy from "no farm at all" is offered a choice of the following programs: (1) placement on a farm as mentioned above; (2) renting a plot of land on which he will raise some crop; (3) renting a poultry house where he may keep hens for egg production, raising pullets, or raising broilers; (4) raise a calf in a co-operating farmer's herd; (5) keep a complete set of records of a farmer's dairy herd; (6) perform various farm jobs on one farm or on a

number of different farms; (7) work in a commercial greenhouse; (8) build a "doodlebug" tractor and use it in a garden or on a farm. These eight items are really segments of a complete program and usually progress from either number one or number six to one or more of the others. Let me cite an example: Donald started doing various odd jobs on the farm of Mr. M during the summer preceding his entry into the high school in September. Mr. M liked his work and permitted him to take over the raising of a bull calf as well as continuing with his other farm jobs. Thus Donald had segments four and six as his first year program. During his second year Donald worked full time, except for the hours spent in school, on this same farm, carried the bull project through the first year of service, and raised a heifer calf. Now in his third year he has sold the bull, is still spending all of his out-of-school time on this farm, continuing with his heifer, and is keeping records of the farmer's herd. I feel certain that Donald is acquiring the experiences and skills needed to make him a good farmer, and that even a boy born and

reared on the farm will receive little better. A few boys are satisfied with segment number one, and resist any broadening of the program. Most boys will take advantage of at least two, the most popular ones being numbers one, four, and six. Number three, the renting of a poultry house, is the most difficult to carry out, and has proved satisfactory only if the house was within a quarter mile of the boy's home. The success or failure of any one of them, however, will depend to a large extent upon the interest and ambition of the boy.

Locating Opportunity

How do these non-farm boys get acquainted with the farmers in order to obtain the various farm jobs, or get placed on a farm? In some cases the boy has ridden from farm to farm asking for a job. Often the farmer calls on the telephone and asks for a boy to help with some special job. I talk with the farmer and then send the boy to be interviewed. Contact has sometimes been made during a class visit to the farm. One boy who has a job may help another boy get a job on the same farm or nearby farm. The boys realize that this experience is necessary, and the problem of each becomes the problem of all, so teacher and pupils cooperate in working out the solution of this very real problem of agriculture in a city high school department.

Parent cooperation a key to success in developing satisfactory farming program

J. C. MOORE, District Supervisor, Missouri

MOST experienced teachers recognize an extensive supervised farming program of high quality as being essential to the successful teaching of vocational agriculture. Two characteristics of vocational education in any field are, (1) that it provides for effective experience in the vocation taught, (2) that it provides for application of knowledge, skills, attitudes and ideals to life situations. These two characteristics are clearly evident in the work of students in departments of vocational agriculture through supervised farming programs.

That some teachers are more successful than others in developing extensive farming programs with their students is revealed by "A Comparative Study of Missouri Vocational Agriculture Departments," published annually by the State Department of Education, Jefferson City, Missouri. In one area represented by sixteen schools with the same type of farming, the number of productive projects per boy varied from 3.66 for the highest to 1.06 for the lowest. In this area the average was 1.99 productive projects per boy. The study shows that in the same area the labor income per boy from productive projects varied from \$465.08 for the highest to \$80.75 for the lowest. The variation in income, comparison of show records, examination of project record books, and first hand observation of farming programs, leads to the

conclusion that the quality of supervised farming conducted varied as much as the number of projects per boy.

In a recent series of conferences held with groups of teachers of vocational agriculture in Southwest Missouri, a poll of teacher opinion was taken as to the factors which limit the development of satisfactory supervised farming programs. The list arrived at by one group is as follows: 1. attitude of parents, 2. interest of the boy, 3. financial condition of the family, 4. size of farm, 5. number of children in family, 6. the instructor, 7. community attitude, 8. availability of satisfactory credit, 9. economic conditions, 10. units of school credit given for vocational agriculture, 11. extra curricular activities and, 12. long bus routes.

It is significant that in each group conference, attitude of parents was listed as the most important limiting factor. Through the conferences previously mentioned, a list of practices and devices which have proved effective in building satisfactory supervised farming programs was developed. Selected from the list are the following which apply directly or indirectly to the problem of building a favorable attitude on the part of parents toward supervised farming:

1. Parents' night, a group meeting usually held in the fall.
2. Letters to parents about supervised farming.

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Parent cooperation a key to success

(Continued from Page 81)

3. Personal talks and visits with parents.
4. News stories about successful projects.
5. Radio programs.
6. Shows and fairs.
7. Successful supervised farming programs.

Parents Night An Effective Device

Parents' night has been used by successful teachers in many places and over a period of many years. The purposes of such meetings are:

1. To develop an understanding of the program of vocational agriculture in its various phases, particularly the place of supervised farming.
2. To develop an appreciation of the vital role of supervised farming experience in the learning process and in establishment in farming.
3. To develop confidence in the instructor, good will, and cooperation.

Parents are invited to meet at the school either by a letter explaining the purpose of the meeting or by a message carried by the boy. The teacher usually takes charge of the meeting. After the appropriate introductory remarks he outlines the program of vocational agriculture and explains the nature and importance of each part. A special effort is made to impart an understanding and appreciation of supervised farming. A device which has proved most effective is a discussion based on a wall chart, Table 1, prepared from students' project summaries. A number of efficiency factors for an enterprise are listed with the achievement of several students, for each factor. The reasons

TABLE 1.: SOW AND LITTER PROJECT ANALYSIS

EFFICIENCY FACTORS	Project No. 1	Project No. 2	Project No. 3	Project No. 4	Department Standard
Number pigs farrowed.....	8	7	9	9	8
Number pigs raised per litter to 56 days.....	7	5	6	5	8
Litter weight at 56 days.....	224	225	120	340	320
Average daily gain.....	1.2	1.6	1.2	1.4	1.2
Feed to produce 100 lbs. pork..	391	398	406	410	393
Days from farrowing to market.....	194	190	194	190	180
Lbs. pork produced per litter....	1,745	1,475	1,522	1,325	1,800

for the variations in student achievement provide a fertile source of questions, speculation and discussion. A discussion of this type can do much to get across to parents the educational possibilities.

The local chapter of Future Farmers of America is sometimes given the principal responsibility at parents' night. Conducting a parents' night is often included as a part of the chapter's activity program. Opening and closing ceremonies are used. Boys explain the program and sometimes discuss data taken from the Final Report of Supervised Farming for the department. An American Farmer, a State Farmer, or other outstanding boy may describe his supervised farming program and re-

count his achievements. Short talks by parents whose sons have successful programs are often used. When well done a meeting handled in this way can do much to develop appreciation and create enthusiasm on the part of parents.

Many teachers have developed libraries of 2 inches by 2 inches transparencies in color showing outstanding supervised farming work. Pictures showing high quality project animals and crops or showing the use of approved practices can, when properly organized, deliver a most convincing message. The sound film "That Inspiring Task" depicting the work of the F.F.A. and showing the accomplishments of boys through supervised farming has been used at parents' meetings with good effect.

Many other features, as varied as the minds of teachers can devise, have been used including demonstrations of farm skills by students, exhibits of farm shop work, F.F.A. talent shows, and the serving of refreshments. Regardless of the details of the program followed, the uniformly encouraging reports from those who hold parents' night indicate that it meets a fundamental need.

An increasing number of alert teachers are using a letter to parents to improve understanding and cooperation in relation to supervised farming. The letter is usually sent out soon after the beginning of school in the fall. Also included are lists of approved practices, efficiency standards, and other materials of help in establishing a supervised farming program.

Visits Essential

Nothing takes the place of visits with the parents and the boy by the teacher. Ideally each beginning student and his parents should be visited before or soon

after enrollment. Complete understanding and the development of a satisfactory supervised farming program are most likely to be secured in this way.

Success Begets Success

A study of supervised farming programs in Southwest Missouri indicates that outstanding programs are the result of continuous growth over a period of years. The most effective promotion for developing an extensive supervised farming program results from the success of the individual students with their supervised farming. Success stories in newspaper, magazine, and on the radio have their place and accelerate the growth, but the success behind the story is the vital element.

Vocational agriculture teachers realize that the attitude of parents is the predominant factor limiting the development of the supervised farming program that makes effective teaching possible. They should realize that parents are usually more interested in the progress of the individual boy than are teachers. Lack of a favorable attitude indicates one or more of the following:

1. Lack of understanding of the program in vocational agriculture.
2. Lack of understanding of the learning process.
3. Lack of confidence in the ability or motives of the teacher.

Try Team Work

Teachers must realize that attitudes will not change, misunderstandings will not be corrected, nor will confidence be built unless steps are taken to bring about these changes. The teacher, the boy, and the parents constitute a team. Harmony, understanding, good will, and confidence are essential to the team's success. It is the responsibility of the teacher to establish the necessary relationships and organize the team. The results obtained by many successful teachers in securing the understanding and cooperation of parents through the use of the devices described.

Making the farm visit profitable

(Continued from Page 80)

Instructors will agree, however, that the teacher must help the boy to recognize and discover many of his own problems.

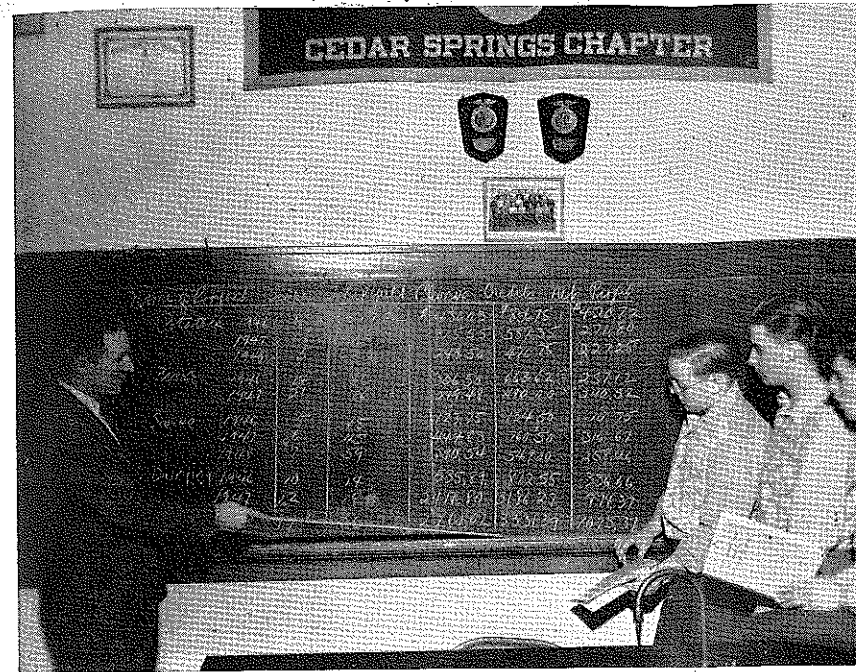
There is some evidence to support the statement that better planned and more effectively organized class instruction can somewhat reduce the frequency of individual visits. If the course of study in agriculture emphasizes true vocational training and is designed to fit the needs of the individual pupil it will contribute much to the knowledge and skills needed by the boy in his supervised farming program.

Now, some of the latter statements would indicate a belief that the number of farm visits could be reduced. In some cases this may be true but I am just as sure that visits can be made too infrequently, as I am that they can be too frequent.

Other Values

There is ample justification for frequent and regular visits. For one thing, close relationships with parents must be maintained. Another good reason is the need of the teacher to keep up-to-date so that he will be in a position to guide and advise the boy in new problems and on further development of his projects.

In summary, there is only one way in which vocational training in agriculture can be most effective and that is when a considerable amount of individual instruction is accomplished. Much of this individual instruction must be conducted with the pupil on his supervised farming program. Home visits are essential. Therefore, one of our objectives should be to make them more valuable and more worthwhile to the pupil.



Helping pupils select farming programs

JOHN COADY, Teacher, Cedar Springs, Michigan

INSTRUCTORS of vocational agriculture can make a very interesting and practical study by summarizing the records of the productive projects, and making a comparison of incomes by years for the various enterprises. One of the chief responsibilities of an instructor is to encourage productive projects that are adapted to the area, and to eliminate those that are hazardous in a long time soil rebuilding and farm management program.

It has been my pleasure and opportunity to start the department of vocational agriculture in Cedar Springs, Michigan. The enterprises during the first year ran primarily to potatoes, beans, and dairy calves. One of the class projects during the second year in Farm

Management was to classify all land in the area as to its best use. Much use was made of County Soil Survey maps and material furnished by the District Soil Conservation Service. We discovered that there was an acute shortage of good potato and bean soil, but that alfalfa and wheat yields were comparable to those regions with a better soil type. With this in mind we gradually began decreasing the crop projects that were not adapted to the community and enlarging the dairy, swine, poultry, hay, and grain projects. A study of the statistics in the Table indicates the trend of productive projects.

Tabulating charges, credits, and net profits from the major productive en-

COMPARISONS OF ENTERPRISE INCOMES BY YEARS

Enterprises	Projects Completed	Scope	Total Yield	Charges	Credits	Net Profit	
Potatoes	1946	6	Acres 6, Bushels 517	\$ 436.03	\$ 856.75	\$ 420.72	
	1947	5	15	315.55	587.35	271.80	
	1948	2	5	620	249.50	476.75	227.25
Beans	1946	4	14	86	306.50	663.62	257.12
	1947	3	21	76	249.48	490.00	240.52
	1948	0					
Corn	1946	2	10	435	126.06	660.00	533.94
	1947	8	28	848	416.37	1997.52	1581.15
	1948	8	28	620	547.30	1061.90	514.60
Oats	1946	1	4	95	13.00	62.50	49.50
	1947	2	8	270	68.80	306.25	237.45
	1948	2	4	120	51.40	110.17	58.77
Wheat	1946	0					
	1947	4	21	518	224.20	1593.00	1368.80
	1948	1	5	162	93.92	339.30	245.38
Poultry	1946	0					
	1947	0					
	1948	3	450		595.34	878.99	283.65
Hogs	1946	5	15	123.75	134.50	10.75	
	1947	6	45	444.83	760.50	316.67	
	1948	7	59	290.54	549.00	258.46	
Dairying			Lbs. BF				
	1946	10	14	2253	535.89	872.55	336.66
	1947	12	18	2859	2411.80	3186.27	774.37
	1948	17	26	2864	2260.02	3331.39	1071.37

terprises for a period of years provides an interesting story and is a real aid in guiding and counseling new students of vocational agriculture as to the best choice of farming programs. It can readily be observed that the greatest net profits for the boys in my area were in livestock and grain. These figures confirmed our land-use survey of 1947. Their use will mean more farm profits and better soil management in future years.

Why I believe in supervised farming programs

(Continued from Page 79)

63 crop projects totaling 458.7 acres. This report showed \$86,744.85 receipts, \$50,740.54 charges, \$36,004.31 credits, \$4,526.18 allowed for self labor, \$40,530.49 total labor income, and \$39,829.36 actually received by students to be invested in farming.

Stress Balance

The question is, how can an instructor achieve a well rounded supervised farming program and accomplish the many other jobs he is called upon to do? Special emphasis is placed on the long-time or horizontal layout of the boys' farming activities as a group, to gain collective ideas and thinking, and, secondly, concentrate on each individual's program and needs. We try to develop his farming program as a farmer would from year to year seeking the proper livestock-crop combination, preservation of fertility, and ultimate ownership of a self sufficing farm unit after graduation. The Preliminary Project Report just completed with a department strength of 47 boys shows a total of 134 projects under eighteen different enterprises including 57 livestock projects and 470 head; and 77 crops projects involving 694 acres.

Self ownership of part or all of each student's supervised farming program is essential to create incentive and pride in ownership of a living, worthwhile thing. Proper explanation of the program to the average parents will cause them to see fit to allow their boys to have partial to complete ownership of their projects and to have full management of them. By no means overlook the mother of the student when discussing the boy's agriculture program.

December Issue

"Solving Problems together" will be the area of emphasis for the December Issue. Perhaps you will find a lead in the following questions on which you would like to write a short article. How do you work with groups to secure effective cooperative group action on solving problems? Do you use these techniques in teaching? How do you keep several interest groups functioning in the class?

What are three things you like best about your group work in your meetings of teachers. What are your three pet peeves regarding group work for teachers?

What skills of being a good group member do you teach to students? How?

Farmer Classes

J. N. WEISS

MARK NICHOLS

Success in farming achieved by veterans

MURL R. ROGERS, District Supervisor, Hugo, Oklahoma

SOMEONE has said that "The proof of the pudding is in the eating." This is true of any educational program. The endpoint of training is action, and if the program is to be a success it must result in concrete action that reflects the training that has been given.

It has been recognized since the beginning of the veterans agricultural training program in Oklahoma that progress must be evaluated in terms of approved practices carried out on the farms, and in farm and home improvements that have resulted from training. These improvements will result in a more productive and successful farming program and a more desirable and enjoyable farm home and environment.

While both phases of training are important it is generally agreed that successful establishment in farming and the development of the abilities of trainees to farm successfully are paramount objectives to be followed by home improvements as the trainee becomes well established and as incomes from the farm begin to rise.

The program in Oklahoma is based on objective planning resulting from careful study of each veteran's farming problems. This gives the instructor an insight into the veteran's needs for training. The training that follows is based on objectives that satisfy those needs. When a veteran enters the farm training program his farm is carefully analyzed according to the six success factors in farming.

1. Size of business.
2. Labor Efficiency.
3. Crop Index.
4. Livestock Efficiency.
5. Farm Family Food Production.
6. Marketing Efficiency.

This analysis is made to determine what factors are major problems for this trainee on his farm. An objective plan is then developed for the individual trainee which will serve as a guide for training to eliminate those problems.

It is recognized that farm tenancy is a major problem in re-establishing young men in farming. As a result of this problem and in order to become securely established in programs of farm improvement, nearly three thousand farm veterans in Oklahoma have purchased farms under the guidance of their instructors since they entered training.

If a superior *crop index* is to be realized, and if a high degree of *labor efficiency* is to be achieved it is necessary to have proper equipment for production. In fulfilling the individual needs

of trainees for more and better farm machinery over 36,000 items of farm machinery have been purchased by men in training. This includes nearly 7,000 tractors. Soil conservation and improvement work is recognized as a need to raise the crop index on many farms. Such practices as terracing, contour farming, fertilizing, and proper land use planning are major programs on a large per cent of the farms represented in the training program.

Farms that should not be tilled are being re-established with improved pasture systems. This is in accordance with the proper land use objective and has resulted in the resetting and re-seeding of 94,945 acres of cropland which is unsuited for cultivation. To utilize this and other pasture the veterans in training have acquired 102,444 head of beef cattle, 63,053 head of dairy cattle, and 89,163 head of sheep.

Livestock efficiency is surveyed carefully on the farm of every veteran, and improved methods of handling livestock have become major factors in the successful operation of the Veteran Agricultural Training Program in Oklahoma. Over 8,000 veterans who are now in training have purchased purebred sires to improve the quality of their livestock.

Some of these sires are being made available through cooperative livestock improvement associations formed by trainees under the guidance of the instructor. Still other trainees are taking advantage of artificial insemination programs where they are available. Every effort is being made to raise the livestock efficiency average of each veteran, where need exists, by the establishment of recognized approved practices in livestock production.

Typical of the progress made on many of the farms of veteran trainees in Oklahoma is the case of R. E. Moore of Idabel, Oklahoma. (Shown in the accompanying photographs) Mr. Moore was a disabled veteran and a renter when he entered the Veterans Agricultural Training Program at Idabel in 1947. With the guidance of his instructor Mr. Moore worked out an analysis of the farm he was operating. At the same time he was oriented on the possibilities for dairy farming in an area of high rainfall, abundant pastures, mild winters, and an excellent market for grade "A" milk. After having studied the change for several months, and after carefully figuring an analysis of opportunities in the dairy business, Moore finally decided to buy a farm and operate it according to his better judgment with a carefully planned dairy program. He built a grade "A" dairy barn on the place and dug a trench silo as his first major improvements. Moore sold his scrub cows and purchased several head of high producing Holstein cows from recognized herds with outstanding production records. With some of his profits Moore has recently purchased more good cows and is starting to improve his farm home. As a result of his grade "A" rating he attained with his new barn, Moore has increased the gross cash

(Continued on Page 86)



R. E. Moore, veteran trainee at Idabel, Oklahoma, is shown with one of the purebred Holsteins which he has added to his herd since his enrollment in the Oklahoma Program for Training Veterans in Agriculture. Shown admiring the high producer are Eleck Singleton, veterans instructor, Mrs. Moore and their two children.

Individual instruction

R. R. DENSON, JR., Area Supervisor, Florida

THE responsibility of the instructor in the Institutional On-Farm Training Program for veterans in Florida is divided into two major parts:

Part I. Classroom Instruction or Organized Group Instruction.

Part II. Individual On-Farm Instruction and Supervision.

It is the writer's intention to cover the second part of this program, or the "individual instruction and supervision."

The on-farm instruction and supervision in this program may be divided into six major headings. The minimum of 100 hours of farm instruction should include.

1. Surveying the farm situation and getting acquainted with the trainee.
2. Setting up the annual farm and home plan and the on-farm teaching calendar.
3. Individual teaching of the trainee.
4. Supervising the trainee's farming.
5. Guiding, inspiring, and encouraging the trainee.
6. Study assignments.

This problem will be dealt with in this outline for the self-proprietorship trainee. With some modifications, it will very easily fit the salary-type trainee who is training for a definite managerial objective of a certain type of farmer.

Survey the farm situation and get acquainted with the trainee. In the writer's opinion, this step should and must precede all other efforts, in order that the instructor may have a sound basis for planning.

The various types of surveys used by the Florida teachers to accomplish this purpose are:

First: a map of the farm showing cultivated land, pastures, fences, woods, streams, and buildings as well as a legal description of the property if the trainee is an owner.

Second: personal data survey which includes family facts, educational achievements, and farm experience as well as farming status of the trainee, length of VA entitlement, and date of enrollment.

Third: farm survey which includes general information about the farm itself, the live-at-home program, feed on hand, condition of the homestead, and any other pertinent facts which would have a bearing on the home and farm.

Fourth: farm shop survey which shows all the items of the home, the buildings, the tools and equipment, and which of these the trainee needs and plans to repair. It also includes shop jobs for the construction of new items.

Fifth: farm equipment inventory which shows what the trainee has, its value, and condition.

Sixth: inventory of shop tools and small farm hand tools, their value, and condition.

Seventh: financial statement. This shows a list of all property owned by the trainee, its value, and the money he has in the bank as well as a list of his debts.

The surveys along with a personal inspection of the farm, the soil, and the present crops will give the instructor the essential information.

It is important that the instructor get acquainted with the trainee—learn his pet subjects, his hobbies, and his peculiarities. This is also true of the trainee's family because the instructor will serve the trainee in many capacities by the time he has been in training two or three years.

Farm and Home Planning

Using the strong points and the weaknesses brought out in the surveys, the instructor and the trainee then set up the annual farm and home plan which includes: (a) selecting the farming type best suited to the farm and to the trainee, (b) determining the kind and amount of crops and livestock to be grown for cash, (c) determining the kinds and amounts of food crops to be grown, (d) setting up the live-at-home program, (e) setting up the estimated cash family operating expense, (f) setting up the estimated farm operating expense, (g) setting up a debt payment schedule, (h) setting up a list of items that should be constructed, purchased or repaired, (i) setting up the improved practices that must be carried out, (j) determining what changes should be made in the farming program that is now being carried out, (k) making the financial summary. From the financial summary, the instructor arrives at a figure which is the trainee's "estimated income from productive labor."

After the plan has been worked out, all non-owners are required to prepare a written lease to cover the entire plan for the duration of the course or with an option for renewal. This lease is made out in ink, is signed by the trainee and the landlord, and witnessed.

The preparation of the individual teaching calendar should be done with careful thinking and planning as it will be the instructor's guide throughout the weeks of training.

The teaching calendar should cover all of the following farm problems:

(a) planning, (b) producing, (c) marketing, (d) conservation of resources (food and feed), (e) farm mechanics, (f) farm financing, (g) farm management, (h) keeping farm and home accounts.

The jobs should be set up in their proper order and in seasonal sequence. The number of jobs set up for each month should be the largest number the instructor thinks he can teach—it is better to fall short of your goal than to run out of something to teach.

Labor peaks and slack seasons should be taken into consideration in setting up the calendar, so that the instructor may utilize teaching time effectively.

The calendar should always represent a challenge to the instructor and to the trainee to get the most out of the program.

Individual Teaching

Here we touch the very HEART of the job of the institutional on-farm instructor. Here we find the great opportunity to do the job for which educational people have been hoping and planning for years—that of *individual instruction*.

The disadvantages and handicaps of the classroom fade into the background and you have one student, standing right in the middle of a real, living, learning situation. Here problems for teaching just grow, squeal, ney, cackle, and sometimes bray all around you. The trainee is waiting for you in his living laboratory. If there ever was an example of an opportunity of teaching vocational agriculture, this is it.

To meet the challenge of this teaching situation an instructor must be ready. In order to be ready for the job of individual instruction, the instructor must be loaded with plans, information, and informative material.

In deciding what to do on each farm, the instructor should first consider whether or not an emergency job exists on a certain farm. He should study the trainee's calendar of instruction and select the job to be taught.

After outlining the jobs to be taught to each trainee, the instructor should get together special reference material, tools, and supplies, from the local department of vocational agriculture.

In unusual cases the instructor may find it necessary to get outside help in teaching special jobs. He may want to call upon the local teacher of vocational agriculture, who is his immediate supervisor, or upon the county agent, the S.C.S., F.H.A., county veterinarian or some other local person.

The instructor should attempt to see the long-time goals and the over-all picture of each farm. He should try to visualize the farm that an individual trainee wants to have when he reaches the peak of his living, and with this vision in mind, carefully consider the individual training needs of each student as well as the individual needs of that farm, in order to progressively develop the student and the farm toward the goals that have been set up.

The instructor should continuously measure the progress of each trainee in light of the plan that was developed, and show the trainee when and where he should concentrate his efforts.

Many of the farm trainees are still not sure what they want to do. Many of them knew nothing but farming before entering service and, upon being discharged, naturally came home to the living which once represented security to them.

Guiding and Encouraging the Trainees

Many of these trainees have very little money to start with and scarcely enough equipment with which to work. Realizing the fact that farming is a good sized business, the trainee may become discouraged and start wondering if he has made a wise decision and if he should look for some other trade. Here the instructor can be of great service in the capacity of a friend and counsellor.

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Mrs. Marion Haggard is shown here in the modern home they built for themselves while Marion has been a trainee in the Program at Durant, Oklahoma.

Success in farming achieved by veterans

(Continued from Page 84)

return from milk by over \$3.00 per 100 pounds of milk produced.

Rural electrification is adding much to the efficiency of farm operations and to the convenience of farm living. Since enrolling in the program, 3,878 trainees have installed electricity on their farms. This number is increasing every day as rural power lines are extended.

Home improvements are beginning to take place now with the veterans themselves doing most of the labor in the construction work. Since the beginning of the program 1,062 farm dwellings have been constructed, and 3,718 other farm homes have undergone major repairs and remodeling.

Typical of the ingenuity of many veterans who need a new home but who are limited by financial strains is the case of Mr. and Mrs. Marion Haggard of Durant, Oklahoma. (Shown in the accompanying photographs) The Haggards needed a home on the place they had bought, so when the farm had become profitable enough to justify the expenditure they bought the materials and did the work themselves. Today they have one of the finest farm homes in Bryan County, and their only expense included the cost of materials, a few month's sweat, and a lot of intestinal fortitude.

Other veterans over the state have followed suit with improved living conditions by farm home modernization. Water systems have been installed in 2,044 farm homes, butane or propane gas in 3,059 homes, and telephones in 2,081. The building of barns, poultry houses, hog houses, and farm fencing have also been included in the construction program which is included in the veteran's training layout when there is a need for that kind of training.



Mr. and Mrs. Marion Haggard in the living room of new home. Success means better living and a better life for the farm family.

Individual instruction

(Continued from Page 85)

Trainees will have failures in various enterprises due to unfavorable weather, insect damage or sickness. They may become desperate and give up all that they have worked for unless the instructor can help.

We know of several instances where trainees have had to go back to a V.A. hospital for treatment of several weeks duration. The instructor, acting as leader and friend, supported by trainees donated time and labor to keep the distressed trainee's farming program going in full swing. Not only have they saved the sick trainee's farm program, but in some cases, have cared for his family.

It is believed that these instructors have developed a sense of loyalty and unity among these young farmers that will endure for generations. These men want no more recognition for this kind of service than the opportunity to see the job well done.

Developing non-productive farming programs

(Continued from Page 78)

beginning of the quarter have been completed.

The teacher attempts to visit the boy at least once or twice during the quarter to see if his progress is satisfactory. During this time the boy keeps a record of the exact number of hours he has spent on farm or home improvement and supplementary farm practice activities. This gives a completed record of his accomplishments.

By doing this each quarter, the student feels that the teacher has taken an interest in his progress and the boy will be able to see how he can get beneficial training from this type of non-productive project.

Unless there is a planned activity, there can be no feeling of accomplishment at the end of the year. The strength in non-productive projects lies in the development of this fact.

Specific recommendations as to what might be included in the student's farm or home improvement program might include: (1) Rewiring the patio (2) Growing and planting shrubs and flowers about the home (3) Putting in cement walks or walls (4) Repairing electrical appliances.

Activities that might be included in an appropriate supplementary farm practice might be: (1) Learning to drive the tractor and to attach various tools and equipment (2) Learning proper pruning of trees and vines (3) Making a collection of weeds and weed seeds (4) Collecting samples of harmful and beneficial insects. The above are a few of the innumerable items that could be included in such projects.

Well-planned and executed non-productive projects will: *First*, generate interest in the total farming program of the student; it will make his agricultural class mean something to him. *Second*, it will also develop good work habits in the student. *Third*, it will broaden the agricultural experience of the student's activities. *Fourth*, it will train the student to accept responsibility and execute a plan. *Fifth*, it will result in improved farm operation and management. *Sixth*, it will tend to develop proficiency in farm skills. *Seventh*, and finally, it will give returns in satisfaction, pleasure, and comforts in farm living.

Starting Farming Programs

I plan to, and usually do, get pictures of each boy's project and something on his farm during the year. I give one or two black and white pictures to the boy for him to put in his project book. Since I use a 35mm. camera, I have the negative roll processed to make up a duplicate positive film strip.

It is very useful in explaining the program to new students. To make this visual aid more flexible, I make up individual slides by cutting up the film strip and putting the frames into ready-mounts.

Burton W. Gregg, Brattleboro, Vermont
Vermont Ag-Teachers' Journal

Supervision

LANO BARRON

Georgia initiates film slide service

RAY V. NEAL, Teacher Education, University of Georgia



Ray Neal

FOR a great many years it has been the responsibility of our department to prepare teaching aids for Georgia's instructors of vocational agriculture. Until recently most of the teaching aids issued by this department have been printed or mimeographed bulletins given data in lesson plan form about specific farm jobs. During the last year this type of information has been supplemented with film slides—a relatively new teaching aid.

The development of this type of teaching aid may best be discussed in four areas: (1) determining the scenes needed, (2) procuring the shots of scenes needed, (3) preparing the sets of slides, and (4) distributing the slides.

Determining the Scenes Needed

Film slides are a form of data. Their function in the teaching process is the same as that of printed data. They may be used to create interest on the part of the pupil in the job being studied and in the testing stage of decision making. In both of these teaching steps a great deal of data is needed if pupils are to be led to think through the problem intelligently. For years this department has been assimilating printed data organized around these two areas. It was thought that if this data could be presented in more than one form it would add to the general interest throughout the teaching process. Therefore, the plan of preparing slides to supplement the printed data was initiated.

Since the slides are to supplement and not to replace the printed material, we have found it necessary when preparing a bulletin on a particular farm job to carefully determine exactly what scenes are needed. The subject matter specialists analyze the job and prepare the list of scenes. These scenes are listed according to their appropriateness for getting pupil interest or for testing opinion in decision making.

Securing the Shots of Scenes Needed

Several agricultural agencies—among them the Soil Conservation Service, Extension Service and experiment stations—have been making slides about farm problems for years. When we have completed the list of scenes which we need for a job, our first step in securing these is to review those slides which these agencies have in their files.

All of these agencies have been most cooperative in allowing us to borrow their slides for duplication, and we have been able to use some of their shots. However, we have found it necessary to make a large majority of shots ourselves. The subject matter specialists and the district supervisors have been provided with 35 mm. cameras for this purpose.

This at once becomes a rather large problem because it is not possible to go out and make a set of slides in a day or a week which will properly supplement the printed data about most farm jobs.

For example, several shots would have to be made at intervals in order to show the full effect of a single fertilization practice on corn from germination to harvesting. In cases like this the most appropriate time of the year for taking shots is determined. The subject matter specialists and the supervisors are assigned certain shots and, where desirable, the week or month during which this shot should be made is indicated. This information is revised from time to time and given to those people assigned to make the shots.

Because the scenes needed for a single farm job have to be taken over a period of several months and since

SCHEDULE FOR MAKING SHOTS

DESCRIPTION OF SCENES	Months to Obtain Shots	Person Assigned to Make Shot
JOB: FERTILIZING CORN		
A. FOR GETTING INTEREST		
1. A field of dense-growing, darkly colored corn—Estimated yield—100 bushels or more.	May & August	
2. A field of thin-growing, small, sickly looking corn. Estimated yield—10 bushels.	May & August	
3. A comparison of yield of corn from fertilized and non-fertilized experiment plots. Corn should be in wire baskets.	Nov. & Dec.	
4. A comparison of yield of corn from good fertilized plot and poor fertilized experiment plot. Corn should be in wire baskets.	Nov. & Dec.	
5.		
6.		
B. FOR MAKING DECISIONS		
1. A close-up of stalk of corn showing Potash deficiency.	June & Aug.	
2. A close-up of stalk of corn showing Nitrogen deficiency.	June & Aug.	
3. A close-up of stalk of corn showing Phosphorus deficiency.	June & Aug.	
4. Yields of corn from experiment plots with various fertilizer treatments. Corn should be in wire baskets, placards showing yield, treatment, and soil analysis.	Nov. & Dec.	
5. Scene of corn growing with different fertilizer treatments. (Placards should show treatment and soil analysis.)	May, June, July	
6.		
JOB: PLANNING THE GRAZING SYSTEM FOR THE FARM		
A. FOR GETTING INTEREST		
1. Dairy cattle on good green grazing (each season of year).	Jan., Apr., July, Sept.	
2. Dairy cattle on poor or no grazing (each season of year).	Same	
3. Same as 1 and 2 for beef cattle.	Same	
4. Same as 1 and 2 for swine.	Same	
5. Comparison of amount of feed required to produce 100 lbs. of milk with green grazing and without.	Any time	
6. Two stacks of milk cans; 1 showing yield of milk when cows are on green grazing and the other showing yield when on dry lot.	Any time	
7.		

data is being collected about several farm jobs simultaneously, a form has been worked out whereby assignments of needed scenes for several jobs can be made at one time and for a long period of time. An example of this form with some of the required shots for some jobs is given below. The two jobs are "Fertilizing Corn" and "Planning the Grazing System for the Farm." Over one hundred slides were made for these two jobs.

Preparing Slides for Use

The shots made by us and the slides obtained from other agencies are duplicated by a commercial concern. Enough duplicates are made to provide every department of agricultural education in the high schools of the state with a complete set on each farm job for which slides are made. It has been found that the value of the slides is greatly reduced unless accompanied by descriptive material. Therefore, a description of each slide is made giving all the pertinent data about the scene portrayed. This description is placed in the printed bulletin about the job. These bulletins are, of course, arranged in lesson plan form and the slide descriptions are placed at their appropriate places in the lesson plan. This makes it possible to have a complete lesson outline with both printed data and slides appearing in their logical places.

Distributing the Slides

When a set of slides and the accompanying printed data about a farm job are ready for distribution, group meetings of teachers are scheduled over the state. The subject matter specialists attend these meetings to explain both the content and use of the slides and bulletin in teaching the job.

Future Farmers of America

H. N. HANSUCKER

Community service and farming programs

JACK HARPER, Adviser, Cordell, Oklahoma

AN excellent example of a highly successful community service activity was the project in seed cleaning and treatment of the Cordell, Oklahoma department.

Realizing the tremendous importance of smut control through making a survey and study of the losses sustained by local wheat growers, the chapter decided to undertake a project in seed cleaning and treatment. A chapter committee investigated and their report resulted in the purchase, by the F.F.A. chapter, of a standard seed cleaning and treating machine. When the machine was delivered they took it into the school shop, added an elevator, and mounted the machine on a trailer equipped with surplus airplane wheels. By making the machine portable, its use was available to all F.F.A. chapter members, members of the veterans on-farm training class, and adult farmers of the community.

The boys first cleaned and treated their own seed wheat at a cost of slightly under three cents per bushel. The service was then extended to the adult farmers of the community for a charge of ten cents per bushel for cleaning and treating. Over 13,000 bushels of seed wheat was cleaned and treated for fall 1948 seeding. This enabled the Cordell chapter to pay for the machine, all operating expenses, and net \$310.00 profit from the venture.

Nine members of the Cordell chapter are growing certified wheat as a part of their supervised farm training programs. All are entered in the Texas-Oklahoma Wheat Improvement contest in which Ted Green was winner of the chapter gold medal award last year. Ted's wheat was certified Pawnee with a yield of forty bushels per acre in 1948.

A SUGGESTED OUTLINE FOR SETTING UP A COMMUNITY SERVICE PROJECT IN OPERATING SEED CLEANING AND TREATING EQUIPMENT

What To Do and How To Do It

1. Determine the needs of the community.

Are there ample facilities in the community for cleaning and treating seed (wheat, oats, barley, legumes, and grain sorghums)? Is the available equipment stationary or is there portable machinery which can be taken to individual farms? Is there a need in the community for having seed cleaned and treated to control crop diseases? Is the acreage of such crops great enough to justify the expense of purchasing and operating

seed cleaning equipment? Would such a venture be on a competing basis with local individuals who are engaged in this business?

Contact farmers, elevator operators, seed dealers, and others to determine the need, attitude, and possible cooperation in regard to the F.F.A. chapter undertaking such a project.

2. Purchase seed cleaning and treating equipment.

Contact local elevator operators and seedmen for information regarding the advantages and disadvantages of various makes and models of seed cleaning equipment. Have in mind the principal seeds which will be cleaned, treated, and graded.

Write various seed treating equipment manufacturers for information pertaining to machines which they market.

3. Secure an engine for operating machine.

Use a four or five horsepower gasoline engine, preferably the Briggs and Stratton or a Johnson Iron Horse gasoline type. The approximate cost of such an engine is \$125.00. A reconditioned engine will serve the purpose satisfactorily.

4. Make the equipment portable.

Build a two wheel trailer five feet wide and eight feet long, using Model T Ford frames for the chassis. Use Chevrolet front springs, with springs mounted under the axle. CAUTION! Do not build trailer without springs. If axle and wheels from an old car chassis are used, extra length will need to be added to the axle. Thirty by seven airplane wheels with two inch pipe for the axle make a satisfactory arrangement, hanging the springs below the axle. A short spring is more satisfactory than longer springs as long springs tend to give more height to the trailer.

5. Prepare the machine for operation.

The seed cleaning and treating machine should be balanced on the trailer. U bolts over the skids on the machine, hooked to the chassis of the trailer provide a desirable method of securely fastening the machine.

The motor or engine should be mounted on the right-hand corner of the trailer. Unless the motor is equipped with a clutch, it should be set on angle irons, with a bolt fastened to the engine and brought through the angle iron. This is necessary to make the adjustment on the belt which drives the machine. Changing sprockets and chains to pulleys and V-type belts is to be advised.

6. Install an elevator.

Some models of cleaners and treaters are equipped with a sacking outlet only, which is unsatisfactory in handling large amounts of bulk grain. An elevator, either auger or cup type, can easily be

installed on the end of the treating chamber. This makes it possible to deliver the grain into trucks or trailers. The cost of the elevator will be about \$20.00.

7. Use proper screens and sieves.

Various mesh screens and sieves will be sent with the machine. Additional screens can be ordered with the machine. Check the operation manual for the proper screen and sieve to use for the type of seed which is being cleaned.

8. Treat seed for control of smut.

Either Improved Ceresan or Copper Carbonate can be used in treating seed to control smut. The cost of New Improved Ceresan is seventy cents per pound when ordered in forty pound drums. Use one-half ounce of Ceresan per bushel of seed, which makes the cost of treating about two cents per bushel. Ceresan is somewhat cheaper than Copper Carbonate, and is considered more effective.

The directions on the treating hopper readily explain the adjustments necessary to insure the proper amount of treating agent applied to the grain. Precautions should be used in handling and working with treated seed. A satisfactory mask can be purchased for \$2.50. Two masks should be regulation equipment.

A forty pound drum of Ceresan will treat only 1,300 bushels of seed. A good supply should be kept on hand.

9. Make use of the machine available to the community.

Members of the F.F.A. organization should have priority in getting their seed cleaned and treated. The cost to members should be three cents per bushel which will cover the cost of the treating agent and some upkeep of the machine.

The charge to farmers in the community is ten to twelve cents per bushel for cleaning and treating. An out-of-school F.F.A. member or adult can operate the machine on a 50-50 basis of profit. This makes a very satisfactory arrangement for both the chapter and operator. The F.F.A. chapter should act as a clearing agent in planning the work itinerary for the operator of the machine.

Confucius says

"True knowledge depends upon the investigation of things. When things are investigated, then true knowledge is achieved. When true knowledge is achieved, then the will is made sincere. When the will is made sincere, then the heart is set right. When the heart is set right, then the personal life is cultivated. When the personal life is cultivated, then the family life is regulated. When the family life is regulated, then the national life is orderly. When the national life is orderly, then there is peace in this world."

(Quoted by Dean Lyman E. Jackson, College of Agriculture, Pennsylvania State College, in his address at the 1949 North Atlantic Regional Conference, Farmingdale, L.I.)

A secret of success in conversation is to be able to disagree without being disagreeable.

California Future Farmer

Learning to do — earning by doing

GEORGE C. REMSBERG, JR., Teacher, Walkersville, Maryland



G. C. Remsberg

IN F.F.A. chapters, as in other organizations, the members are in constant need of motivation. Their interest must be stimulated and a keener sense of responsibility developed.

Several years ago in our chapter, it was found that the interest of the members was beginning to lag. As a result, the officers got together and discussed some means for creating more enthusiasm. They devised, and the chapter approved, a point system under which the students might earn credits toward an award. This award is given in recognition of accomplishments in social, civic, and educational activities.

The chapter purchased an F.F.A. plaque which is to hang permanently in our classroom. Engraved on the plaque is the inscription, "Annual Outstanding F.F.A. Member of Walkersville High School." The boy acquiring the most points during the year is given the honor of having his name and year engraved on a plate to be placed on the plaque. This is the highest award offered in the chapter.

The group decided to discontinue the purchase of felt and chenille emblems by individual members. Instead of personal purchases, the chapter bought a quantity of these emblems to be awarded to those members earning a sufficient number of points. It was felt that under this system the F.F.A. and the emblems would be more meaningful to the members.

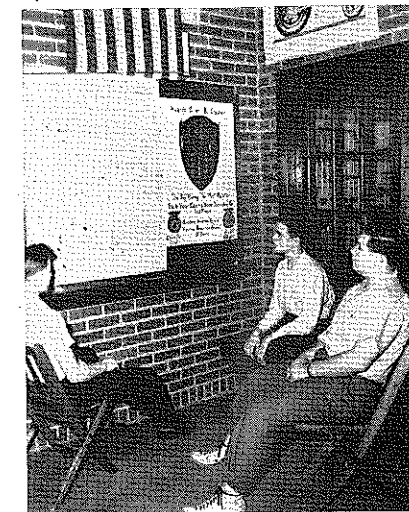
The second highest award is a chenille emblem awarded to members earning seventy points. The third highest award is a felt emblem for members who accumulate fifty points.

The three awards are offered only to 10th, 11th, and 12th graders. It was felt necessary to make a distinction between the awards for upper classmen and 9th graders. The latter are getting just basic training—they do not specialize in any activities. Therefore, they have no chance of making any of the school judging teams; they have a slight chance of representing their chapter on any inter-school F.F.A. athletic teams. These are examples of their limitations in acquiring points, which indicate that the requirements set up for upper classmen not be applicable to freshmen. However, to establish some incentive for the beginning students, we do offer felt emblems to the two members gaining the most points.

Following is the point system devised and adopted by our chapter:

- For selection as chapter officer
 - President 10 points
 - All other officers..... 5 points

- F.F.A. degrees acquired
 - Green Hand 2 points
 - Chapter Farmer 5 points
 - State Farmer 15 points
 - American Farmer 35 points
- Scholarship (points per term for all subjects)
 - A average 5 points
 - B average 3 points
 - C average 2 points
- Projects
 - Each project 8 points
- Extra projects
 - One extra 5 points
 - Two extra 8 points
 - Three extra 10 points
- County F.F.A. judging contest
 - For participation 5 points
 - First place team 5 points
 - Second place team 3 points
 - Highest individual 5 points
 - Second highest individual 3 points
 - Third highest individual 2 points



Executive committee studies award system.

- State contest
 - For participation 10 points
 - First team 12 points
 - Second team 10 points
 - Third team 8 points
 - Highest individual 10 points
 - Second highest individual 8 points
 - Third highest individual 6 points
- Public speaking
 - Participation in county contest 5 points
 - Participation in state contest 10 points
 - Participation in regional or national 20 points
 - Winner in county contest 5 points
 - Winner in state contest 10 points
 - Winner in regional contest 20 points
- Community Show (maximum of 15 points given)
 - For each exhibit entered 1 point
 - First place in F.F.A. class 3 points
 - Second place in F.F.A. class 2 points
 - Third place in F.F.A. class 1 point

- Parent-Son Banquet
 - Self and one or both parents attending 5 points
 - Self alone 2 points
- Pest Eradication (maximum of 20 points)
 - Mice tails 2 point
 - Rat tails 4 point
 - Sparrow feet 2 point
 - Starling feet 4 point
 - Crow feet 1.0 point
 - Hawk head 1.5 points
 - Fish crane feet 1.5 points
 - Weasel tail 2.0 points
 - Ground hog tail 1.5 points
 - Opossum tail 1.5 points
- Participation in programs and assemblies
 - Each program 5 points
- Inter-school F.F.A. athletics
 - Participation per game 2 points
 - Substitute per game 1 point
- Aiding chapter finances
 - Payment of dues 2 points
 - Participation in scrap drive (1 to 5 points based on amount brought in)

This system has proved to be successful in our chapter, and I believe that the outcomes from F.F.A. work have been greatly increased. The system has produced results not only in F.F.A. but has bettered attitudes and scholarship in other courses taken by the members.

Cooperative Insurance

MASSACHUSETTS teachers of vocational agriculture are protected by a Teachers Liability Insurance policy issued to the Massachusetts Vocational Association. This cooperative Public Liability insurance is, briefly speaking, insurance against the sums of money which the assured would be called upon to pay to another person who accidentally suffered bodily injury because of the conduct of the insured for which act the law may impose liability.

News Letter on Cooperation
Issued by Youth Education Division
American Institute of Cooperation

A Neat Idea

TO teach the boys how to prune vines correctly at Delano, they are taken into a vineyard and given oral instruction and demonstration. Each boy is given 25 spring-type clothes pins, which he places on the vine to show where cane or vine material should be cut. Corrections are made by the supervisor with an explanation of each, before the actual pruning is done. This saves the vineyard and gives the student confidence in himself.

The California Future Farmer

Correction

In the September issue the article, School Farm Becomes Much Used Resource, was written by Ralph L. Olmstead, teacher at Battle Ground, Washington. It was erroneously credited to Bert L. Brown, Supervisor. We are pleased to make this correction.

Experimental farm plot has many values in teaching

JOHN H. LEONARD, Teacher, Van Wert, Ohio



John H. Leonard

THE Van Wert-March Chapter Future Farmers of America have conducted cooperative experiments for three years with Ohio State University and the County Extension Service. The experiments have been with different sprays for tomatoes and potatoes and the spacing of tomatoes. The chapter's projects and several members' projects being conducted at the Marsh Foundation School were used for the experiments.

These experiments were conducted by the chapter and chapter members to find what sprays or practices are best for the members and the farmers in the Van Wert area to follow. It is also an excellent cooperative activity for the chapter to use in training members to cooperate with other agencies. It



Youth and adults profit from the experimental farm plot conducted by the department at Van Wert, Ohio. A variety of crops are grown and different practices tested as to their value in the area. This project involves the cooperation of a number of agencies working in the interest of better farms and farming.

gives the members first hand information that may be used in their class study and also in adult classes. The use of these findings in these tests means a high income for members the following year.

How Experiments Were Started

The first year tests required two acres of potatoes while the second year the spray program on tomatoes required eight acres and the potato tests covered six acres. Last year the tomato spacing experiment required eight acres. This year the tomato spray and spacing plots will include fifteen acres and the potato spraying work will include ten acres.

The chapter's first opportunity to run experiments for Ohio State was when the County Agent asked the chapter to test D.D.T. on potatoes. The later spray experiments on tomatoes and potatoes, as well as the spacing of tomatoes, came as the result of questions asked the specialists on recommendations.

The specialist would send the chapter the plans for the experiment, giving in detail how he wished the work to be done. In some cases he would furnish the spray materials such as Parzate, Zerlate, and Dithane D-14 while the chapter and chapter members would furnish the other materials such as Copper "53" and Bordeaux mixture. The chapter members cooperated in applying the spray materials and kept the records of production.

Value of Results Obtained

At the close of the experiment the production results were sent to the specialist along with observations during the growing season. The specialist often visited the plots to see how the experiments were progressing.

The test plots were used as a stop for the County Crops Tour each year and last year the plots were used as a stop on the Marsh Foundation Field Day when over a thousand visited the plots. During the stops at the plots, the cultural practices, spray program, and the general operation of the tests were presented. In a few cases the services of the specialist were secured to assist during the special visitation days.

The local packing company was very much interested in the tomato plots and they used them as education trips for their field men.

The results obtained from these test plots, as stated before, were sent to the specialist at the university, county extension agent, packing company officials, used in class teaching of all-day students and in the adult classes. The results of each year's tests were duplicated so all other interested people might benefit by the chapter's work.

One of the results of great value to the chapter members was the increased knowledge as to how experiments are conducted and how to become better acquainted with diseases as they appeared in the check plots.

This type of a cooperative project helps to make a chapter's project of greater value than that of just making money. It has been extremely educational for all connected with the project.

The net result of the experiments has been an increased interest in good disease control on potatoes and tomatoes not only by chapter members but by the farmers in the community.

The annual national youth conference sponsored by the Rural Youth of the U.S.A. will be held October 13-16 at the Jackson's Mill, W. Va., State 4-H Club Camp. The theme will be "Our Rural Heritage—Its Future?"

Rural Youth of the U.S.A. is composed of 125 affiliated local rural clubs plus state and national agricultural agency personnel. Reservations for the annual conference can be made with prof. Kirkpatrick, Ohio State University. The fee is \$5.00.



Directed teaching in the southern region*

J. BRYANT KIRKLAND, Dean, School of Education, North Carolina State College, Raleigh



J. B. Kirkland

THE success of a teacher training institution is measured in terms of the ability of its graduates to perform the duties and responsibilities of their respective positions. Directed teaching has for many years been regarded as the strongest part and core of the professional pre-service training program for prospective teachers of vocational agriculture. The period of directed teaching is one in which the trainees have an opportunity to apply the theory acquired in the courses which relate to the learning process, to the methods of teaching students enrolled in vocational agriculture, and to the evaluation of instructional programs conducted. Such an experience provides an opportunity for trainees to develop the competencies which are deemed essential for successfully teaching vocational agriculture. Moreover, it affords the members of the teacher training staff an opportunity to evaluate the effectiveness of the pre-service instructional program, thereby enabling the several members to modify the program in accordance with weaknesses observed, current situations, and problems.

Purpose of the Study

The primary purpose of this study was: (a) to determine the various types of directed teaching programs conducted by the several institutions in the Southern Region; (b) to ascertain the kinds and amounts of participating experiences acquired by trainees in each type of directed teaching programs; and (c) to collect data which could be used by the several institutions in improving their respective programs of directed teaching.

Scope of the Study

This study deals with the programs of directed teaching in agricultural education in each of the institutions in the Southern Region which has been approved for the training of white teachers of vocational agriculture. The study is limited to the directed teaching programs in operation during the school year 1948-49.

Method of Investigation

A questionnaire including a tentative list of the major areas of responsibility of trainees was prepared and submitted to the four members of the Research Committee in Agricultural Education in the Southern Region. The members were asked to give the form a trial in their respective departments and suggest revisions.

A questionnaire was then prepared in accordance with the suggested revisions

*Study reported at Southern Regional Conference, Agricultural Education, Charleston, South Carolina, April 28, 1949.

and sent to the head of the department of agricultural education in each of the seventeen teacher training institutions in the Southern Region. The replies were classified according to types of directed teaching programs, tabulated, and summarized on master sheets.

Summary and Conclusions

Three types of directed teaching programs were used by the institutions in the Southern Region during the 1948-49 school year. Five institutions conducted programs in which the trainees enrolled in courses at the college and commuted daily to and from the training center. Six institutions conducted programs in which the trainees devoted full-time to directed teaching for a designated portion of the term. Some of these trainees commuted daily, while the remainder resided in the training center community. A third type of directed teaching program was conducted by six institutions in which the trainees lived in the community and devoted full-time to directed teaching during a given portion of the term. Only six institutions provided participating experience during the junior year or prior to the time the trainees enrolled in directed teaching.

as teachers to all-day, young farmer, adult farmer, and Institutional On-Farm Training Class members. The institutions used the largest number of centers, had more trainees enrolled, assigned the lowest number of trainees to a center, and made the lowest number of supervisory visits per center during the period of directed teaching.

The enrollees of the institutions in which some of the trainees commuted while others resided in the community did not excel numerically in any of the major areas of responsibilities. The trainees who participated in this type of directed teaching ranked second or third in the amount of participating experience obtained in the various phases of the program of vocational agriculture.

Recommendations

The data resulting from the study indicate that each of the types of directed teaching programs used in the Southern Region has certain advantages and disadvantages. The comparatively small amount of trainee participation in some phases of the program of vocational agriculture indicates a need for each institution to re-examine its pre-service training program. If prospective teachers of vocational agriculture are to develop the competencies which are essential for successfully conducting comprehensive programs of vocational agriculture, each teacher training institution should plan and project programs of directed teaching which will

Studies and Investigations

E. B. KNIGHT

A comparison of the three types of directed teaching programs revealed that the trainees who commuted daily observed and taught in a larger number of schools, observed more all-day classes and spent a larger number of days in the training centers. They also ranked highest in the number of adult and Institutional On-Farm Training Classes observed and in the number of supervised farming program visits made as observers to all-day and Institutional On-Farm Training class members. The institutions conducting this type of directed teaching program placed the highest number of trainees in a center, made the largest number of supervisory visits per center, and held the largest number of conferences with trainees and critic teachers during the period of directed teaching.

The institutions that placed trainees in the community to live during the period of directed teaching assigned the trainees to the lowest number of schools for observation and teaching. The trainees spent a greater portion of the school day in the center than did the trainees in either of the other types of directed teaching programs. The trainees also excelled in the number of adult, young farmer, and Institutional On-Farm Training Classes taught. They likewise made more supervisory visits

provide for maximum learning through participation in all phases of the program.

In view of the findings of this study the following recommendations are offered:

1. That each institution re-examine its present program, compare it with those of other institutions and make plans for improving the phases in which inadequacies and weaknesses exist.
2. That each institution give consideration to the possibility of increasing student participation in conducting programs for young and adult and Institutional On-Farm Training enrollees.
3. That study be given to the selecting of training centers, providing special training for critic teachers and increasing the amount of supervision as a means of improving the quality of participating experiences acquired by trainees.
4. That each state conduct during the coming year pilot centers in which the types of directed teaching programs currently used and others will be used.
5. That a more comprehensive study of this problem be made in a regional basis; the study should be planned in such a manner that the relative effectiveness of the various types of directed teaching programs may be evaluated.

A clinic approach to studying cooperatives

JOHN STUMP, Research Fellow, Pennsylvania State College



John Stump

Cooperatives which now includes about fifty-four of the two hundred co-ops operating in the state.

John A. Stump, a teacher of vocational agriculture for four years, and now a graduate student at The Pennsylvania State College, was chosen to conduct the study under the fellowship.

The study is designed to find ways for more effective teaching about cooperatives, to develop educational material useful to teachers, and to channel such information about cooperatives as would be of teaching value, directly to the high school teachers.

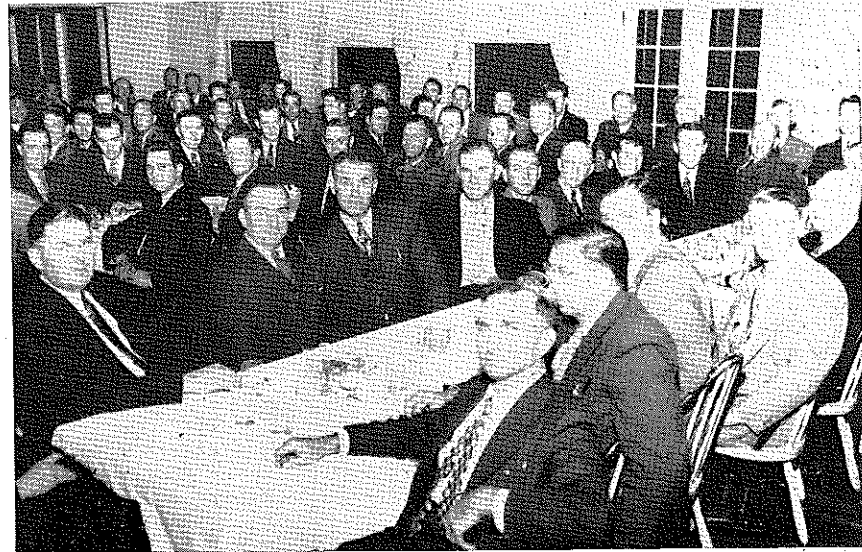
A series of eight regional clinic meetings held at State College, Greensburg, Butler, Union City, Tunkhannock, Wellsboro, Chambersburg, and Reading launched the study. At these meetings were approximately 560 teachers of vocational agriculture, veterans-training instructors, high school principals, and area county supervisors of vocational agriculture as well as representatives of a number of the leading cooperatives in Pennsylvania.

Those who served on the panel, which functioned at these clinics by attempting to clarify some of the conceptions which the teachers had about cooperatives, were: George Myers, educational director of Pennsylvania Farm Bureau Cooperative; Robert Eno of the Dairymen's League; W. A. Ranney of Grange League Federation; Eli Wiggins of Eastern States Farmers Exchange; George Taylor of Dairymen's Cooperative Sales Association; Howard Jamison of Interstate Milk Producers Cooperative; Luke Thomas, secretary-treasurer of the Pennsylvania Association of Farmer Cooperatives; V. A. Martin, assistant chief of the agricultural education division of the State of Department of Public Instruction; Dr. Henry S. Brunner, head of the Agricultural Education Department of The Pennsylvania State College; and J. Kenneth Stern of the American Institute of Cooperation.

Questions about co-op organization, management, membership relations and responsibilities, and products and services rendered were referred to this panel for discussion. By so doing many of the teachers availed themselves of the opportunity to clarify their own concepts about cooperatives.

The pattern set up in the original eight clinic meetings resulted in an additional hundred clinics attended by nearly 4,000 veterans and high school pupils in the following three months. Their object, as in the original clinics, was to study the cooperative business enterprises which farmers own, control, and use in Pennsylvania.

These clinics utilized the services of local co-op representatives to answer questions and explain the details of operation of their particular co-op. Some of the cooperatives included in this group were: North Eastern Artificial Breeding Cooperative, North Eastern Poultry Association, Coatsville Egg Auction, Cooperative G. L. F. Exchange, Dairymen's League Cooperative



A Regional Clinic Meeting to study cooperatives.

Motion pictures in teaching vocational agriculture

DONALD J. WATSON, Teacher, North Syracuse, New York

MOTION pictures may be used in the vocational fields with greater results than in a field where character building is a large factor. We as teachers of vocational agriculture use films, but do we realize the pertinent values of this multi-sensory aid?

The study reported here was carried out in 1947 and was composed of comparisons in three parts:

1. Questionnaire returns received from 114 teachers of vocational agriculture in New York State.
2. Evaluation of 50 motion pictures used by the eight teachers in Onondaga County.
3. Author's evaluation of 85 films used in the agricultural department at the North Syracuse High School.

Conclusions

Suitability of films: Most of the films dealt with management and productive

Association, Eastern States Farmers Exchange, Interstate Milk Producers Cooperative, Lehigh Valley Cooperative Farmers, Mushroom Growers Association, Pennsylvania Farm Bureau Cooperative Association, several Production Credit Associations, Southern Chester County Dairymen's Cooperative Association, South Eastern Artificial Breeders Association, Wayne County Wool Growers Cooperative, and other local associations.

Following these clinic meetings a program is being launched with the cooperation of fifty teachers of vocational agriculture scattered throughout Pennsylvania, which will compare the results of three methods of presenting information about cooperatives contained in the procedures as set up in the outline developed for the research fellowship. This study which, will be completed early next fall, is believed to be the first attempt of its kind in the nation.

practices. We could use more films adapted to our work with the F.F.A.

Recency: At the time of this study many films were prewar. This means that the material presented was out of date. Agriculture advances rapidly; therefore, it is important to use films of recent origin. There have been many scientific changes during and since the war. In many schools where transportation is a problem for field trips, films are the best way to present this material.

Authenticity: Films rated high and this is a pertinent point in instruction. The films of unknown origin have their place for entertainment only.

Adaptability: Films showed a very wide spread. For educational value films may be divided into two general classifications, namely, (a) *informational films* presenting facts to laymen as well as to the student, giving an overview of

(Continued on Page 94)

Ways by which all-day students become established in farming*

GEORGE J. WALD, Graduate Student, University of Idaho



George Wald

A STUDY of how graduates from Idaho departments of vocational agriculture become established in farming was initiated late in 1948 in order to provide one instrument which might be useful to teachers in their guidance activities. It was felt that, since guidance in the absence of data is quackery, something must be done to secure data which might be useful to guidance-minded persons. It also was felt that if teachers know what factor or combination of factors are most likely to result in establishment on the farm, they will be better prepared to counsel their students and inform the parents and community so that they also may aid in the establishment.

The Procedure

The data for this study were obtained by the use of a questionnaire sent to the forty departments of vocational agriculture now operating in the state of Idaho. The teachers in these departments were asked to contact their former students and to find out what factor or combination of factors led to establishing them on the farm. Twenty-three, or 57.5 per cent, of the teachers to whom questionnaires were sent returned them. A total of 274 individuals was surveyed with 375 individual or combination of factors being checked.

The first column on the questionnaire was used to find out how many boys had been F.F.A. members. Columns two through eleven included factors which might have contributed to establishment. These factors were:

- (2) Supervised farming program
- (3) Partnership with father
- (4) Partnership with other relative
- (5) Partnership with non-relative
- (6) Bought with savings
- (7) Gift
- (8) Inherited
- (9) Homestead
- (10) Through marriage
- (11) Other factors

In order to delimit the problem and to simplify it as much as possible, no attempt was made to segregate the sources of information according to environmental, geographical, social, or other usually significant factors.

The Findings

1. Two hundred and forty-eight, or 90.5 per cent, of the individuals surveyed had been F.F.A. members.

2. Eighty-seven were listed as having carried on a "Supervised Farming Program." Of this number 74 had checked it as a contributing factor, while 13

*In partial fulfillment for M.S. in Agricultural Education, University of Idaho.

checked it as the sole factor which had led to their establishment in farming.

3. Eighty-one had "Partnership with father" checked as a contributing factor, while 82 had checked this item as being the sole factor which was responsible for their having become established in farming.

4. Fifteen gave "Partnership with other relative" as a contributing factor, while 15 checked this as being the sole factor which resulted in establishment.

5. Twenty-nine checked "Bought with savings" as a contributing factor, while 21 had this checked as the sole factor responsible for establishment.

6. Seven checked "Partnership with non-relative" as a contributing factor, while 5 had this checked as the sole factor responsible for successful establishment.

7. Five checked "Through marriage" as a contributing factor, while 4 checked it as the sole factor leading to establishment.

8. Four had "Inherited" as a contributing factor, while 3 gave it as the sole factor responsible for establishment.

9. Eleven had "Renting" as a contributing factor, while 6 had this checked as the sole factor.

10. None of the men surveyed had "Homestead" or "Gift" checked as a contributing factor or as the sole factor responsible for establishment.

Summary and Implications

From the results of this survey it would seem that the program of vocational agriculture is not an end in itself but merely a means to an end insofar as attaining one of the major objectives of establishing young men in farming.

This study seems to indicate that the most important means of establishment, either as a contributing factor, or as the sole factor, was "Partnership with father." This usually was in conjunction with, "Supervised Farming Program" where 27 per cent gave it as a contributing factor and 4.7 per cent as the sole factor leading to establishment. This combination of factors supports the feeling of many educators that greater emphasis should be placed on continuation or long-time projects which are closely tied in with the home farm situation by an agreement between the son and his parents.

The teacher of vocational agriculture, as a part of his guidance program, should try to bring about some sort of partnership agreement. He should point out to the parents that their cooperation in their son's supervised program is important.¹ The parents should work toward developing a successful partnership agreement with their sons. Encouraging a son or son-in-law to stay on the farm by establishing a sound family partnership is a step in the right direction.²

The teacher, fortified with data, is in an ideal position in seeing that boys

sued for farming are given the chance to stay on the farm. Coming in contact with his students in many and varied situations, as well as with the students' parents and other members of the community, the teacher has an opportunity to perform his guidance job in such a way as to greatly aid his students to attain eventual establishment.

Many teachers are genuinely interested in going out of their way to help their students become established. It is hoped that Idaho teachers, using these data as a guide and making allowances for individual differences, will be able to do a better guidance job which will result in more boys becoming established.

It was interesting to discover the number of men who attributed their establishment to the factor "Bought with savings." Twenty-nine gave this as a contributing factor, while 21 named it as the sole factor which led to establishment. This might have been brought about due to the high prices the boys received from their products and high wages they may have received from seasonal farm work. It is felt that ordinarily a young man could not hope to save enough to make a down-payment on a farm. Nevertheless it is a good sign and it would seem that greater emphasis ought to be placed on continuation or long-time projects which will result in greater returns on the boy's initial investment.

Thirty of the men surveyed indicated that they received their start in farming, and eventually became established, due to a "Partnership with other relative." Fifteen gave it as a contributing factor, while 15 gave it credit as the sole factor. Teachers may be surprised to find so many boys gaining their establishment by virtue of this category. Nevertheless, teachers of vocational agriculture who have carried on a complete guidance program realize that the guidance of the student takes in a broad area: the pupil, his parents, his friends, his relatives, as well as many other factors. Nothing should be overlooked if it is even remotely concerned with the boy's life. Sometimes, because of his lack of background, a student fails to see the possibility of allying himself with a brother, an uncle or other relative, as well as the relative failing to realize the potentialities which lie in the boy. Good guidance will eliminate this.

The category, "Partnership with non-relative," was checked 4.9 per cent as being the bases for establishment with 2.6 per cent, giving it as a contributing factor and 1.8 per cent, as the sole factor. It would seem if farm land prices remain high that many more boys might obtain their start by forming a non-relative partnership. It would seem advisable to encourage partnerships of students in the high school agriculture program. Minor technicalities should be overlooked in order to contribute to the best long-time interests of the young men involved.

¹Sasman, Louis M., "Farming Programs in Vocational Agriculture," *The Agricultural Education Magazine*, Vol. 17, No. 5, Nov. 1944.

²Hill, E. B. and Brown, L. H., "Developing Successful Partnership Agreements in Farming," *The Agricultural Education Magazine*, Vol. 17, No. 3, Sept. 1944.

Transportation for field trips*

CEDRIC A. LAFLEY, Teacher
Brandon, Vermont



Cedric Lafley

FIELD trips are a necessity in providing good agricultural instruction. In preparing for the judging contest attending district meetings, etc., the teacher of vocational agriculture has to spend plenty of time and thought lining up transportation.

This is where I have sweat blood in the past! Now, I think I have the situation under control.

Transportation for field trips, in a school where there is no regular school bus, is usually furnished by the teacher and students. Practically all students are eager to drive their cars on such a trip. Hence one has a large but not too select a field of drivers to choose from.

In the past years, I have rotated the use of cars due to lack of reimbursement for expenses. That necessitated the use of jalopies and red-blooded stunt drivers. My hair grew gray but no accidents occurred. What a chance I was taking!

Last year, an F.F.A. student from a neighboring school drove an auto to a district F.F.A. meeting. The car was lacking in brakes and the driver in imagination. A little girl was run over. The instructor had told the boy not to drive his car, but the student came late to school and with an OK slip signed by his parents came to the meeting anyway.

Our local School Board hit the roof! They immediately grounded all student drivers from school sponsored trips. They provided the department with a bus in which to attend the judging contest. But, our field trips came to an abrupt halt. Hiring a bus for a trip of three to five miles was too expensive. Some plan had to be devised and fast!

I began by listing all the drivers in my classes and then checked the list for adequate insurance coverage. All jalopies and low insured cars were then scratched from the list. The revised list was presented to the Principal who took up the matter with the School Board. Their approval of these student drivers for small trips made me feel better. The selection had not been left entirely up to me.

My army experiences with troop convoys has been beneficial in lining up and enforcing regulations. I proceed at a reasonable rate, realizing that when the lead car in going at a steady speed the last car is at times going faster to keep up. The last place in line, I assign to the most dependable driver who acts as a helper. If any car drops out due to mechanical difficulties, he stops too to assist the driver in trouble. All others

Motion pictures in teaching vocational agriculture

(Continued from Page 92)

things, places, people and processes, (b) educational films having as their chief objective scientific or occupational information as well as procedures and performance. Many of the general films used in our departments could stand considerable improvement by joint work between producers and educators. Films should be selected according to the type of farming in the school area where the films are to be shown.

Replacement Value: Films are mainly valuable as a method and as a substitute for content. Films should be adapted to the given area to visualize and bring about improved learning situations.

Economy of Time: Usually the films are too long and the concentration of human beings is limited. Also films move too fast for the student, many things are taken for granted, and the explanations and demonstrations are not well coordinated; there are not enough adequate reviews of pertinent points or frequent summarization for thorough understanding.

Related Student Activity: Few films have a written discussion outline of the material to be presented. Regardless of whether an outline is included, all films should be previewed by the teacher before presentation. The most usual form of activity is merely a discussion of the film afterwards. I believe a step by step review should be planned and carried out immediately after the showing of the film. The student is able to recall information at this time. The repetition is a valuable crutch of learning.

Availability of Films: It usually takes several weeks to secure a film, thus making it difficult to correlate the film material with a teaching unit.

Dependability: Films have improved considerably and the concerns lending or renting films realize the scheduling importance and the inconvenience caused when a film is not received on time. Parcel post seems to be the preferred way of sending motion picture films for quick arrival at their destination.

This study has shown in general that there should be many improvements made in using films for instructional aid for teachers of vocational agriculture, namely: making the films a greater learning value, keeping the films up-to-date and authentic, using short films so they may be understood by the learner, and presenting a summarization of the content of films.

stay in line and do not stop for candy or similar reasons. If they wish to stop at any place, they must notify me ahead of time and then the whole group stops. Any driver who doesn't abide by the rules is denied permission to drive again.

No more sweating blood for me! When we start, we are off on a field trip and not off to the races!

*Journal, Vermont Ag Teachers.

BOOK REVIEWS

AGRICULTURAL EDUCATION IN COMMUNITY SCHOOLS, by Herbert M. Hamlin, pp. 487, published by Interstate, list price \$3.75. This book suggests how agricultural education might function in our community public schools. A philosophy of agricultural education possible of attainment is presented in a clear and concise manner. The six divisions of the book with subject areas treated follow:

- Part I—Agricultural Education in a "Community School."
- Part II—Policies and Policy-Making
- Part III—Organization and Management
- Part IV—Extra-Community Relationships
- Part V—Prospects for Agricultural Education in Community Schools
- Part VI—Agricultural Education in Schools of Less Than College Grade: Evolution, Legal and Administrative Framework.

This text is designed for teachers and prospective teachers, administrators, members of board of education and advisory councils, and all others interested in agricultural education or in a community approach to education.—A.P.D.

* * * * *

FEEDS AND FEEDING, *Abridged*, by Frank B. Morrison, pp. 630, profusely illustrated, revised 1949, published by The Morrison Publishing Company, Ithaca, New York, list price \$3.50. This book has been entirely rewritten to include the recent information on stock feeding and animal nutrition. This new edition also includes for the first time the same extensive Appendix Tables which are presented in the 21st edition of the Unabridged Feeds and Feeding. Previous issues of the *Abridged* editions contained briefer tables of feed composition. Part I presents briefly the fundamental principles of animal nutrition and emphasizes the bearing of these principles upon the practical feeding of livestock. Part II discusses all the important feeding stuffs used in this country, rather than merely the feeds available in any particular district. The information concerning the value of each feed for all the classes of livestock is now brought together in the discussions about the particular feed, instead of following the previous plan of having separate chapters for each class of livestock, dealing with the values of the various feeds for that class of stock. Teachers of vocational agriculture, teachers of veterans, and farmers will find this book indispensable in their work wherever principles and practices of livestock feeding are concerned.

—A.P.D.

In-Service training programs in agricultural education are being conducted in eleven geographical centers in Oregon for the benefit of the regular and institutional on-farm agricultural instructors.

FELLOWSHIP

New Board Member



Harry Schnieber

MR. HARRY Schnieber was recently elected president of the New Jersey Agricultural Teachers Association. As president of the teachers association in the State where the A.V.A. Convention will be held Schnieber becomes a member of the Board of our magazine replacing Kahl of Wisconsin. He is one of the progressive teachers of vocational agriculture in the State. He has been a teacher of agriculture for the past 12 years, serving two years at Lambertville and ten years in his present position at Belvidere. In both schools, he has made the department and the F.F.A. function effectively and efficiently.

During the war, he organized and conducted OSYA courses in farm machinery repair, poultry production, vegetable gardening and operated a successful canning center. For the past several years, he has had a complete program of vocational agriculture in his school, including all-day, young farmer and adult farmer classes and he is currently helping the county organization with Institutional On-Farm training.

Mr. Schnieber is an excellent F.F.A. adviser. His chapter owns a Farmall tractor with mounted plows and cultivators, a two-wheel tractor, a farm wagon, a dump rake, an orchard sprayer, a grain drill, a one-row tomato transplanter, a weeder, a spring tooth harrow, and a leveling harrow. The chapter crops 10 acres of annual crops and operates a 5 acre orchard. The chapter was awarded the bronze emblem at the last National F.F.A. Convention, and at the 1949 New Jersey State F.F.A. Convention, Mr. Schnieber was given the honorary State Farmer Degree.

R. L. Morgan Elected To F.F.A. Foundation Board Of Trustees



Ralph Morgan

RALPH L. Morgan, Oregon supervisor of agricultural education, was elected to represent the field of education for the Pacific region on the F.F.A. Foundation board of trustees at the regional conference for state supervisors and teacher trainers.

The Vocational Oregonian

Changes in Virginia Staff

T. J. Horne returned from leave of absence, after completing the resident work on his Ph.D. degree, and has joined the teacher training staff at V.P.I. B. C. Bass was transferred the first of the year from the supervisory staff in Richmond to the teacher training staff at V.P.I. C. B. Jeter, instructor of vocational agriculture and principal of Henry County Training School, became the first assistant supervisor of agricultural education directly responsible for supervision of the Negro program. Julian Campbell has been transferred from the district office in Appomattox to the State office as assistant supervisor and with Mr. Crabill will assist in the development and direction of the institutional on-farm training program. O. L. Waddell has been appointed district supervisor to replace Mr. Campbell.

Former Director George H. Gilbert Honored at School's Graduation

A framed, life membership certificate was presented to George H. Gilbert by the alumni association of the Bristol County Agricultural School during the recent commencement exercises. Mr. Gilbert was also presented with a testimonial book, containing letters of appreciation from his many friends. A bronze plaque was unveiled in his honor in a special ceremony. The inscription on the plaque read:—

"Gilbert Hall
In Honor of George H. Gilbert
Director of the Bristol County
Agricultural School 1913-1949"
Massachusetts Teacher-Training
Staff Letter



Charles Eagle, (center) is shown with his father, Gale Eagle, Ripley, West Virginia, (right) and teacher of vocational agriculture, Lawrence Cavendish, looking over the field laid out for contour farming. Charles won a state award for conservation. (Photo—courtesy S. D. McMillen)

California contributors

GILBERT A. HUTCHINGS, author of the article on page 77 in a regional supervisor. He received his B.S. at Utah State Agricultural College in 1931, joining the staff of the Bureau of Agricultural Education in July, 1948, after sixteen years of teaching vocational agriculture in two high schools in California.

MR. J. Cordner Gibson, also a regional supervisor, was graduated from University of California in 1937 and had five and one-half years teaching experience in California followed by two and one-half years Army service before joining the state staff in May, 1946. His article, "Developing Non-Productive Farming Program," appears on page 78.

MR. H. H. Burlingham, third California author, was graduated from Oregon State College in Animal Husbandry in June, 1929. Following a year of employment by Swift & Company at North Portland, Oregon, as an executive student, he moved to California and entered the field of agricultural education. He taught vocational agriculture in California from July, 1931 to September, 1942, and served as a supervising critic teacher for the last four years of that period.

In September, 1942, he joined the State Bureau of Agricultural Education as Regional Supervisor and served in that capacity until January 1, 1948, when he was appointed Teacher-Trainer for the Bureau and the California State Polytechnic College, San Luis Obispo. His article appears on page 80.

Cooperation

MORE than 700 attended the first Dairy Type School held at the Hardin County Fairgrounds and sponsored by the Kenton Vocational Agriculture Department. There were members of the F.F.A. chapters, veteran classes in agriculture and livestock breeders from ten counties represented.

R. D. Lemon, Adviser
Kenton
The Ohio Future Farmer

Specialists:

H. B. Swanson—Teacher Training R. E. Naugber—Part-Time and Evening
A. H. Hollenberg—Farm Mechanics A. W. Tenney—Subject Matter
E. J. Johnson—Program Planning W. N. Elam—Program Planning

d—directors s—supervisors as—assistant supervisors
rs—regional supervisors ds—district supervisors FFA—specialist FFA
t—teacher trainers it— itinerant teacher trainers
rt—research workers Nt—Negro teacher trainers
sms—subject matter specialists fms—farm mechanics 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—J. L. Dailey, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
as—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Green, Auburn
t—S. L. Chesnut, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Dottoms, Auburn
t—W. A. Broyles, Auburn
sms—E. L. McGraw, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—M. L. Donald, Tuskegee

ARIZONA

d—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—George Sullards, Jonesboro
t—Roy W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
Nt—L. R. Gaines, Pine Bluff
Nt—A. G. Kirby, Pine Bluff

CALIFORNIA

d—Wesley P. Smith, Sacramento
s—B. J. McMahon, San Luis Obispo
rs—B. R. Denbigh, Los Angeles
t—Howard F. Chappell, Sacramento.
ts—A. G. Rinn, Fresno
rs—J. C. Gibson, Los Angeles
rs—G. A. Hutchings, San Luis Obispo
rs—M. K. Luther, San Jose
rs—R. H. Pedersen, Fresno
rs—J. Everett Walker, Chico
t—S. S. Sutherland, Davis
t—E. M. Juergenson, Davis
t—H. H. Burlingham, San Luis Obispo
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo
sms—John D. Lawson, San Luis Obispo

COLORADO

d—E. C. Comstock, Denver
s—A. R. Bunger, Denver
as—Irwin C. Elliott, 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. Hoin, Newark
s—W. I. Mowlds, Dover
t—Paul M. Hodgson, Newark
Nt—Wm. R. Wynder, Dover

FLORIDA

d—T. D. Bailey, Tallahassee
s—Harry Wood, Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Lofton, Gainesville
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
ds—T. L. Barrineau, Jr., Tallahassee
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee

GEORGIA

d—M. D. Moble, 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—W. R. Brown, Athens
sms—Ray V. Neal, Athens
sms—A. O. Duncan, Athens
FFA—T. D. Brown, Atlanta
FFA—A. I. Morris, Atlanta
Nt—Alva Tabor, Fort Valley
Nt—S. P. Pughate, Swainsboro
Nt—B. Anderson, Fort Valley
Nt—McKinley, Wilson, Fort Valley

HAWAII

s—W. H. Coulter, Honolulu, T. H.
as—Hiley Ewing, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

d—William Kerr, Boise
s—Stanley S. Richardson, Boise
as—E. L. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight L. Kludachy, 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. Deyos, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
sms—Melvin Henderson, Urbana
sms—H. J. Rucker, Urbana
sms—W. H. Witt, Urbana

INDIANA

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

IOWA

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

KANSAS

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

KENTUCKY

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

LOUISIANA

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

MAINE

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

MARYLAND

d—John J. Seidel, Baltimore
s—Harry M. MacDonald, Baltimore
t—Arthur M. Ahalt, College Park
Nt—Claud C. Marion, Princess Anne

MASSACHUSETTS

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

MICHIGAN

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

MINNESOTA

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

MISSOURI

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

as—E. E. Gross, Hattiesburg
as—E. W. Holmes, Oxford
as—V. P. Westminster, Morton
as—T. V. Majure, Utica
as—A. E. Strain, Long Beach
t—V. G. Martin, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
t—D. L. Williams, State College
as—A. E. Strain, State College
Nt—A. D. Robbs, Alcorn
Nt—A. G. Gordon, Alcorn
Nt—R. H. Darden, 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—C. E. Rhoad, Lincoln
t—C. C. Minter, Lincoln
fms—M. G. McCreight, Lincoln

NEVADA

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

NEW HAMPSHIRE

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

NEW JERSEY

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

NEW MEXICO

s—L. C. Dalton, State College
t—Carl G. Howard, State College
as—J. L. Perrin, State College

NEW YORK

d—A. K. Getman, Albany
s—R. C. S. Suthli, Albany
as—W. J. Weaver, Albany
as—J. W. Hatch, Albany
as—A. E. Champlin, Alfred
t—Roy A. Olney, Ithaca
t—R. E. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—W. R. Kunsela, Ithaca

NORTH CAROLINA

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

NORTH DAKOTA

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

OHIO

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

OKLAHOMA

d—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. Thompson, Stillwater
FFA—Tom Daniel, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
Nt—D. C. Jones, Langston

OREGON

d—O. I. Paulson, Salem
s—Ralph L. Morgan, Salem
t—H. H. Gibson, Corvallis
t—Henry Ten Pas, Corvallis

PENNSYLVANIA

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

PUERTO RICO

d—L. Garcia Hernandez, San Juan
s—Nicholas Mendez, San Juan (on leave)
s—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta 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

et—Everett L. Austin, Providence

as—W. F. Gore, Columbia
ds—W. M. Mahony, Ithaca Path
ds—W. R. Carter, Walterboro
ds—F. L. Barton, Chester
ds—C. G. Zimmerman, Florence
t—J. B. Monroe, Clemson
t—B. I. Scribner, Clemson
t—F. E. Kirkley, Clemson
t—W. C. Barber, Clemson
t—T. A. White, Clemson

SOUTH DAKOTA

Nt—Gale Buckman, Orangeburg
Nt—K. M. Keyes, Orangeburg

TENNESSEE

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

TEXAS

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

UTAH

ds—Mark Nichols, Salt Lake City
as—Elvin Downes, Salt Lake City
t—L. R. Humphreys, Logan

VERMONT

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

VIRGINIA

d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
as—T. B. Dowling, Ivor
ds—W. R. Emmons, Boykins
ds—Cabel Love, Blacksburg
ds—W. R. Logge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
ds—J. A. Hardy, Pulaski
Nds—C. B. Jetter, Martinsville
t—H. W. Sanders, Blacksburg
t—T. J. Horne, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McEaren, Blacksburg
t—B. C. Bass, Blacksburg
fms—T. J. Wakaman, Blacksburg
fms—E. G. Thompson, Blacksburg
Nt—J. R. Thomas, Petersburg
Nt—A. J. Miller, Petersburg
Nt—R. W. Watson, Petersburg

WASHINGTON

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

WEST VIRGINIA

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

WISCONSIN

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

WYOMING

d—Sam Hitecock, Cheyenne
s—Percy Kirk, Cheyenne
t—Jack Raeh, Laramie