Directory
Vocational Education In Agriculture
Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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 As—area supervisor

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

MONTANA
ds—A. W. Johnson, Helena
as—Arthur B. Ward, Helena
t—H. E. Rodeberg, Bozeman

NEBRASKA
d—G. F. Liebendorfer, Lincoln
s—Lewis Klein, Lincoln
as—L. D. Clements, Lincoln
t—H. W. Deems, Lincoln
t—C. E. Rhoad, Lincoln
t—C. C. Minteer, Lincoln
t—M. G. McCreight, Lincoln

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

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

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

NEW MEXICO
s—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. Sutliff, Albany
as—W. J. Weaver, Albany
as—J. W. Hatch, Albany
as—A. E. Champlin, Alfred
as—E. C. Lattimer, Albany
t—E. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—E. B. Mott, Ithaca

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

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

OHIO
d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
as—W. G. Weiler, Columbus
ds—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
t—A. C. Kennedy, Columbus
t—Willard Wolf, Columbus
rt—Ray Fife, Columbus

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

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

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

PUERTO RICO
d—L. Garcia Hernandez, San Juan
s—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta Henriquez, San Juan
as—Federico A. Rodrigues, San Juan
ds—Juan Melendez, Cayey
ds—Gregorio Mendez, Arecibo
ds—Frederico Carbonell, San Juan
ds—Nicolas Herandez, Mayaguez
t—Fernando del Rio, Mayaguez
t—Juan Robles, Mayaguez

RHODE ISLAND
st—Everett L. Austin, Providence

OFFICE OF EDUCATION, WASHINGTON, D. C.
Earl J. McGrath, U. S. Commissioner of Education
R. W. Gregory—Ass't Commissioner for Vocational Education
W. T. Spanton—Chief, Agricultural Education
D. M. Clements—Ass't Chief, Agricultural Education

. . . Specialists . . .

H. B. Swanson, R. E. Naugher, A. W. Tenney, E. J. Johnson and W. N. Elam, Program Planning; A. H. Hollenberg, Farm Mechanics.

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

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

TENNESSEE
d-s—G. E. Freeman, Nashville
as—J. W. Brimm, Nashville
as—J. W. Carney, Nashville
ds—S. L. Sparkes, Nashville
ds—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—H. G. Colvett, Jackson
ds—T. J. Hendrickson, Gallatin
t—N. E. Fitzgerald, Knoxville
t—B. S. Wilson, Knoxville
t—R. W. Beamer, Knoxville
t—G. W. Wiegers, Jr., Knoxville
sms—A. J. Paulus, Knoxville
Nt—W. A. Flowers, Nashville
Nt—H. L. Taylor, Nashville (on leave)
Nt—David Hamilton, Nashville

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

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

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

VIRGINIA
d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
as—T. B. Dowing, Ivor
ds—W. R. Emmons, Boykins
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
ds—J. A. Hardy, Blacksburg
ds—J. O. Hoge, Blacksburg
N-ds—C. B. Jetter, Martinsville
t—H. W. Sanders, Blacksburg
t—T. J. Horne, Blacksburg
t—C. E. Richards, Blacksburg
t—C. S. McLearen, Blacksburg
t—B. C. Bass, Blacksburg
t—T. J. Wakeman, Blacksburg
t—E. G. Thompson, Blacksburg
t—Olive A. Salem, Blacksburg
Nt—M. A. Fields, Petersburg
Nt—J. R. Thomas, Petersburg
Nt—A. J. Miller, 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—Robert Corless, Olympia
t—E. M. Webb, Pullman
t—Oscar Loreen, Pullman
t—David Hartzog, Pullman

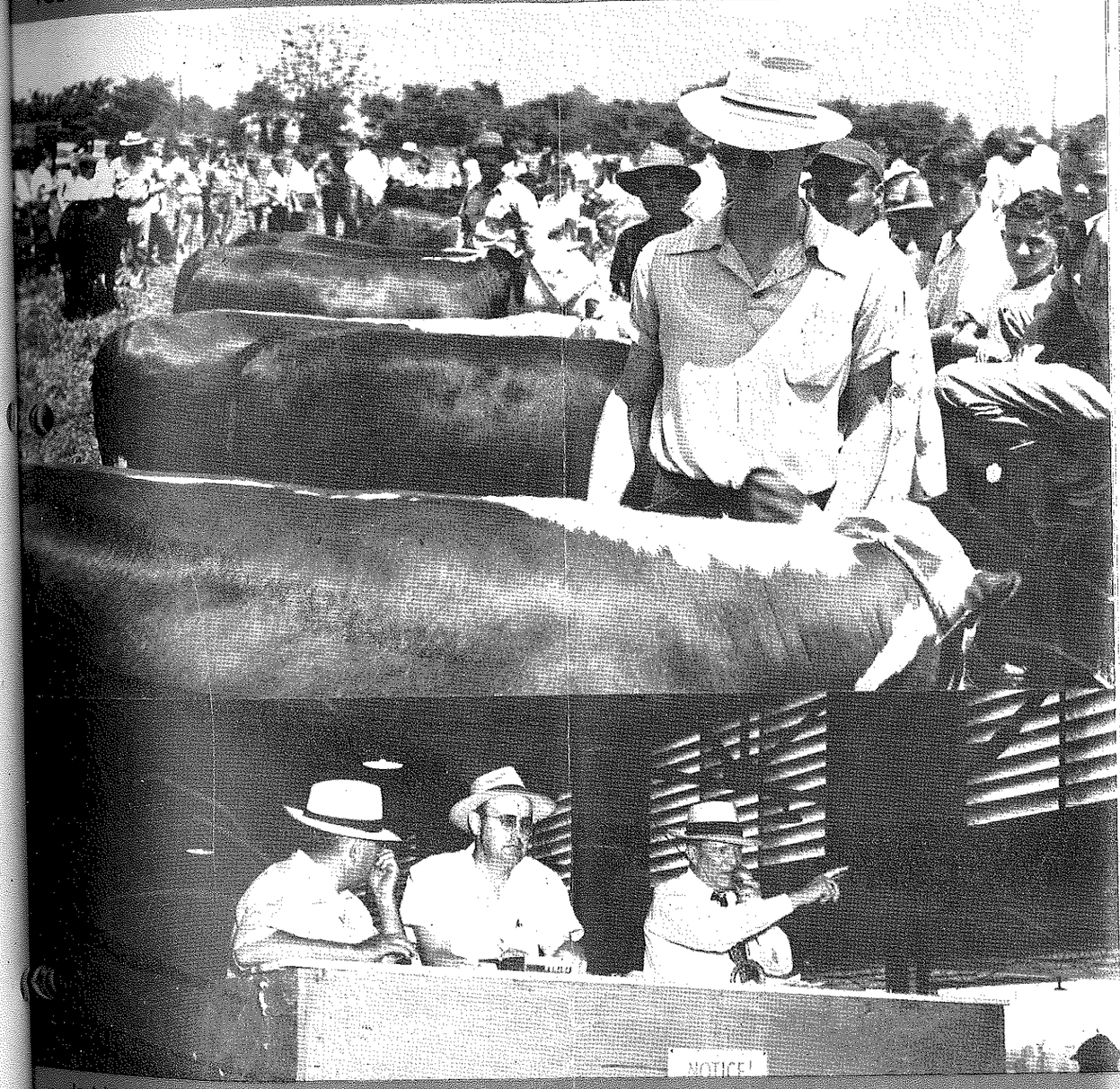
WEST VIRGINIA
d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
as—H. E. Edwards, Charleston
ds—Guy E. Cain, Charleston
ds—W. H. Wayman, Clarksburg
ds—Byrl L. Law, Elkins
t—D. W. Parson, Morgantown
t—C. W. Hill, Morgantown
Nt—W. T. Johnson, Institute

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

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

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

THE AGRICULTURAL EDUCATION MAGAZINE
VOLUME 23 NOVEMBER, 1950 NUMBER 5



In Arkansas—
A Stock Show and Sale

This Issue Features... **Marketing**

The Agricultural Education Magazine

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

INTERSTATE DANVILLE, ILL.

Contents

Subscription price, $1.50 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions; $1.75. Single copies, 15 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

A second look

WHAT are we doing about teaching youth the job of marketing farm products? A number of the contributions used this month indicate the nature and scope of our efforts. We might expect, on the basis of these articles that we are doing reasonably well.

There are some factors in the situation which, on a second look, caused us uneasiness. One of these was the paucity of articles from teachers on this important phase of farming; a second factor, less tangible, but equally important, was the minimum reference to marketing in relation to supervised farming programs.

The failure of more teachers to contribute may have been due to a number of factors but we chose to believe the principal reason to be—a belief on their part that the problem of teaching marketing had not been solved to their satisfaction.

Marketing, like other phases of farming, is not a fixed or static process. It would seem to be influenced by even more variables than production, soil conservation and the like. High prices and increasing governmental participation have without doubt, caused many to look upon this problem as one with which the individual farmer will no longer have to cope. We hope this is not the case. We believe that a healthy agriculture requires a high degree of individual choice and freedom. In consequence, marketing must be regarded as a process to which the individual need apply his initiative and intelligence. While teachers can not change the current situation they can take steps to prevent a generation of farmers coming through the ranks who have no desire or ability to deal with the problem of marketing. We believe that every effort should be made to help teachers tackle this important assignment.

Our second point—that of marketing in relation to farming programs—is related to what has been said before. It does raise another issue, namely, *what is the present status of farming programs?* Farming programs have long been regarded as the heart of the work in vocational agriculture. Have they received less attention as we took on increased responsibilities? We would think that the majority of the students produced commodities for sale and that opportunities existed for most teachers to direct youth in the actual experience of marketing. Only through such experience will they learn to adjust productive effort. The knowledge and understanding of the marketing process thus becomes a big factor in the training of a farmer who is expected to operate as an independent producer—as an American entrepreneur!

Our views on the problem may be too pessimistic. They are presented to stimulate inquiry into the problem on the part of teachers and others. Such re-examination is needed to insure that our teaching is of the calibre required. Shall we take a second look and see how we score on teaching marketing?

A.V.A. and N.V.A.T.A. Meetings Miami, Florida, Nov. 27-Dec. 2

Most of us know about the meetings of our professional associations to be held this fall. Many delegates have been selected by teachers of agriculture. Since all members can not be present it is important that our representatives receive full cooperation and support. Give them the benefit of your thinking that they may move ahead with the sound development of programs.

A.V.A. and N.V.A.T.A. Miami, Florida, Nov. 27-Dec. 2.

Are you a part of the total program?

THE role the vocational agriculture man takes in the total school program is very important because unless he is a part of the total program he is apt to lose sight of the value a broad general education has for all pupils. The place he takes in the school program determines the effectiveness of a general education on his pupils. In other words, if he is not a participant in making the school program there is a great possibility that subject matter given in other areas will have little relationship to his area. For example, there is no reason why a pupil with an interest in agriculture should not write his English themes on agricultural material, or approach social studies from the agricultural angle. The vocational agriculture instructor must keep in mind that a good general education is important in all phases of life. Without it, understanding and coping with life's problems would be difficult. If it is necessary for other individuals, certainly it is just as necessary for boys with an agricultural interest.

Don't Isolate Yourself

Instructors of vocational agriculture cannot afford to divorce themselves from the school program. They are a part of it and must help to shape it if it is to be effective for their specific pupils. If they do not participate, their pupils will have a feeling of not belonging. Instructors must remember that a sense of belonging both for the pupils and the instructors is developed by the instructor's active participation in forming the policies and philosophies of his school.

Two-Way Affair

The isolationism mentioned is due to a lack of understanding on the part of principals and administrators in the value of vocational agriculture in the general educational program as well as a lack of understanding on the part of vocational agriculture instructors in the objectives of general education. This can be solved by better understanding each other through sharing with each other. Both sides are responsible for the Four Objectives of Education as adopted by the educational Policies Commission of the N.E.A.; which are: (1) self realization (2) human relationships (3) civic responsibility (4) economic efficiency.

Responsibilities of Principal

Principals must have an understanding of the place vocational agriculture plays in the lives of boys. In our school 14% of the boys are in agriculture, and they probably will make their livelihood this way. The best way that an understanding can be reached is to include vocational agriculture men in the school program. This can be done by a principal in the following ways:

1. Place instructors on planning committees of the school.
2. Have instructors make professional talks on how their program fits into the school program.
3. Have the instructors hand in reports, as other faculty members, on philosophy, methods, techniques, and evaluations.
4. Place instructors on committees other than those of vocational type.
5. Have instructors attend all school functions possible.
6. Have instructors know how learning takes place.
7. Have instructors take on home room duties as other teachers do.

These are only a few of the ways that principals expect teachers to participate. When the vocational instructor becomes a part of the total program his pupils will react the same way in the life of the school and feel that they belong. In becoming a part of the school program a better relationship will exist between the vocational faculty and the other faculty members in that each will know what the other is endeavoring to do.

(Continued on Page 114)

Essex county school provides real training in . . . .

Marketing of vegetables

CARLTON M. STEARNS, Teacher, Essex County School, Hathorne, Massachusetts

IT HAS often been said, that anyone can *grow* vegetables but not everyone can sell. This statement has varying degress of truth attached to it. There are farmers who can grow excellent vegetables but they can't sell a bunch of carrots or they can't get what their products are worth. There are other farmers who are born salesmen, who can sell anything. True, there are varying degrees of quality which might help in selling some products and consequently enable some individuals to realize more for their products.

Here at the Essex County Agricultural School we endeavor to train boys to be both good producers and marketing salesmen. Vocational education is learning by doing and our setup in the Market Garden Division offers opportunity for our students to become proficient along both lines.

During the late winter months, February and March, our students sow the seeds for crops to be transplanted to the field in April and May from the greenhouse and hotbeds. These plants consist of cabbage, lettuce, celery, tomatoes, peppers and egg plants. After the seedlings come up they are transplanted to flats or ground beds under glass and during the days before they are set in the field, our students learn of the hardening off process which is needed to adjust plants to their own environmental conditions. The spring months at our school garden are spent in those operations which are found on any market garden: spreading of animal manure, lime, fertilizer, turning under green manure crops to add organic matter; harrowing and land preparation for planting. Then comes the transplanting of plants into the field and the sowing of other seeds.

Advantage in Type of School

Our county agricultural schools in Massachusetts have many advantages over the high school departments. Among the advantages is the availability of departments and facilities for the students right at school to secure these first hand practices and experiences without traveling to adjacent and home farms. We might be talking about the soil preparation and seeding of tomato seed. We can go to the greenhouse and actually show and then have the students prepare flats and seed.

During the summer months four to five students are retained at the school market garden for their summer projects. These students have real experiences as they are given each and every operation to do. Students prepare the land, (plow, fertilize, and harrow), seed, cultivate, and care for these crops during the growing weeks, harvest and then assist in the marketing of the crops. Spraying and dusting constitute an important summer experience as they grow, to recognize the damaging insects and diseases which destroy so many millions of dollars worth of produce each year. They soon know what to use and how to apply these controlling materials.

Grading and Packing

Students soon learn to recognize the stage of growth when products of quality are ready for harvesting and then they cut the heads of lettuce and cabbage, pick beans and tomatoes, pull corn, and some twenty odd different kinds of vegetables are harvested. In the handling of these crops they learn the important point of grading and how to pack these vegetables so that they will appeal to the buyer. It doesn't take long for these students to realize how grades of products affect the price received, when they come to collect on delivering the products which they, only a short time before, may have packed in a box or basket. Over or under sized products, too green or too ripe, lack of uniformity of products soon come to the attention of the students when the market quotes tomatoes as selling at $2.00 per basket and perhaps all they could realize that day was $1.50. The fruit may have been too small, too ripe or too green, as compared to farmer Jones' tomatoes which did bring the top quoted price.

These points which have determined the price that might be realized for a given vegetable are the same points which are considered in judging vegetables or exhibiting at fairs in the fall months. This again helps to fix these points more firmly in the minds of the students and they become more conscious of how important it is to grade, in order to market fancy or A-1 products.

Many Outlets

As Essex County has a County Home Making School in conjunction with the Agricultural School and as a part of their curriculum, a cafeteria is conducted to furnish their students with food preparation experiences, our vegetable department endeavors to grow some vegetables, potatoes, squash and root crops, which can be stored to help in supplying their needs during the winter months. This enables our students in the garden department to gain experiences in preparing and grading certain crops to be placed in storage for winter use. These methods are slightly different than preparing vegetables for market and immediate use by the consumer.

Over the years, our garden products have been marketed in various ways: (1) products are purchased by the consumer-housewife for fresh use, canning or freezer lockers and for winter storage; (2) our school cafeteria; (3) nearby hospitals; (4) local stores; (5) Boston and Cambridge markets, commission houses, auction markets, and direct to buyers; (6) roadside marketing. Some students have only actually experienced one method of marketing, while others may have several or even all methods.

The ideal way for our students to learn the methods of marketing of vegetable products is to actually follow these crops during their growing months, harvest and grade and package and then to sell them either direct to the consumer, to stores, or to commission men.

To know how many dozens of corn are packed in a box, how many are packed for market, how the corn is handled and cared for until ready to go to market and then how to sell the product comes primarily by doing step by step each operation and it is by these steps we endeavor to instruct our students. ●

A recent graduate with a load of carrots ready for market.

A champion at the Hagerstown show and sale.

● *Fat swine show and sale*

Contributes to improvement of enterprise in county

E. CECIL KELLER, Teacher, Hagerstown, Maryland

SINCE the inception of vocational agriculture in the schools of Washington County, Maryland, the F.F.A. has carried on a progressive program. Through class work and home farm projects the farm boys are constantly seeking new and improved methods of farming. In the county there are nine departments of vocational agriculture with an F.F.A. chapter in each department, except in Hagerstown, where three junior high school departments and the senior high school have combined to form the Jonathan Hager chapter. Other chapters are Hancock, Clearspring, Williamsport, Boonsboro and Smithsburg.

Since Washington County is situated in the heart of Maryland's corn belt, the production of fat hogs is naturally adapted as a major enterprise and was selected as a major project for cooperation on a county wide basis. Through the years, the F.F.A. chapters have been striving to build swine into a leading industry in the county. The first goal of the project was to improve the quality of swine in the county. The first steps were to put into effect improved programs of feeding, breeding and selection. The second problem was marketing surplus porkers. After some study it was decided to establish a cooperative marketing project to be known as the Washington County F.F.A. Fat Swine Show and Sale.

The show and sale was established by the Washington County Federation of F.F.A. chapters. It has been an annual affair for several years. The rules which govern the show include the following:

Rules of Show and Sale

1. Date of sale.
2. Place of sale.
3. Hogs may be barrows or sows.
4. Hogs must be fed at least 90 days by contestant prior to date of sale.
5. Hogs must be owned and fed by contestant.
6. No contestant can show more than one hog in a class, but an unlimited number can be sold in the sale.
7. Weight groups will be: 160-190 pounds, 190-230 pounds, 230-260 pounds, 260 pounds or over.
8. Each hog must have an identifying mark clearly designated at the start of the feeding period.
9. Any breed of hogs may be entered.
10. Any hog that is not in prime condition in the judgment of the teacher of agriculture may not be entered in the show.
11. Every hog that is entered in the show must be sold.
12. Boys who participate in the show and sale must be active F.F.A. members.
13. All animals must be registered in the show by 8. P.M. on the day prior to show and sale.
14. No hogs shall be fed after 8 P.M. on the day prior to show.
15. The hogs will be sold in school groups according to weight classes.
16. The grand champion and reserve champion will be sold individually.
17. The show and sale committees will be chosen from the membership of the Federation.
18. Judges will be secured from the University of Maryland.
19. The owner of each hog is responsible for fitting his hog and showing it in the ring.

On the day of the show and sale, the hogs were weighed by the market officials, assisted by a group of F.F.A. boys designated as the "Weighing Committee." The hogs were then placed in their proper weight groups for showing.

After the four weight classes were judged and placed, the first place animals in each class were considered for grand champion and reserve champion of the show. Trio classes were then brought into the arena and placed in the usual manner. In this manner the judging was completed by noon.

Sale Follows Show

After lunch the sale began with the auctioning of the grand champion. Last year this was a purebred Poland China barrow weighing 195 pounds. It sold for $31.75 per hundred to Armour and Company of Baltimore. The reserve champion, a purebred Hampshire pig, weighing 225 pounds, was sold for $27.50 per hundred to the same company.

The remainder of the hogs were sold in groups according to their weight. The lightweight hogs from one school being placed in a lot and sold together. Then another school's lightweights were sold, and so on, until all the lightweight hogs were auctioned off. Each weight group was sold in the same manner until all hogs were sold.

Influence Grows

Since the show has proven to be of practical value in this county, it was felt that it could also be of value to our neighbors in the Frederick County F.F.A. chapters. Therefore, the Washington County group extended an invitation to all Frederick County F.F.A. chapters to participate in the show and sale this year.

They accepted the invitation and three of their chapters entered twenty-two head of fat hogs making the show even better.

Besides making an enviable profit from hogs, the boys are gaining much valuable knowledge and practical experience in planning and operating this show and sale. It is believed that these F.F.A. shows and sales are causing Washington County to be recognized as one of the leading counties in Maryland in the production of high quality pork.

The increased use of commercial fertilizers has played an important part in increasing farm productivity. The index of farm fertilizer consumption has moved from 66 in 1910, to 100 for 1935-39, and to 258 during 1948.

There's a great deal of good that can be done in the world if we are not too careful as to who gets the credit.

—Talcott Williams

Use of local poultry markets

Makes lessons more interesting and valuable

BERTRAND A. HARRISON, Teacher, Willimantic, Connecticut

HOW do teachers of agriculture use local poultry market outlets in classroom instruction? In Eastern Connecticut the poultry outlets which we use, include: cooperatives for eggs, eggs and poultry and dressed poultry, dealers in eggs and live poultry, and retail food stores.

Poultry Co-Op

Although many farmers are concerned about marketing their own poultry and poultry products and do not seem to wholeheartedly support cooperatives, the fact that Eastern Connecticut has several poultry cooperatives in operation shows proof of the need for this type of outlet. These associations are doing a good job and membership needs to be encouraged among young farmers.

When the Willimantic Poultry Association was organized in 1933, the agriculture instructor became one of the first directors to serve this organization. The interest of the agriculture department still continues. Students are encouraged to join the association and use its facilities. Part time help for the association is recruited from students in agriculture and the department participates in the annual poultry show with an educational exhibit. Boys from the department serve as assistants to the show manager and the judges.

The Co-op is not the only outlet available for class use. The live poultry dealers buy locally and sell chiefly on the New York market. Field trips are arranged to visit these local establishments and discover how they operate. A new hatchery established here recently provides further opportunity to study this type of market outlet.

Valuable in Teaching

From an instructional point of view, let us consider how these local poultry outlets can be used. Prior to World War II, eggs and live poultry were sold at auction by the Willimantic Poultry Association. This afforded a good opportunity to teach rather effectively the value of quality products and also the advantages of a cooperative market outlet. The association is one of our most valuable teaching aids. It is used to study the various methods of marketing poultry and eggs. Inasmuch as live poultry is auctioned off, the eggs now are sold in case lots and cartons. The boys have the opportunity to see eggs weighed by the case to check size and also to see the eggs candled and boxed. The class may be brought here for a lesson on candling eggs to determine quality.

In farm management the class also uses the association plant to study cooperative organization and services for marketing. Whenever possible, the boys are given a chance to spend time at the

To show more specifically the lesson approach to the use of local poultry outlets in marketing, the following outline gives a picture of the writer's use of these sources.

I. *Live Poultry*
  A. Willimantic Poultry Association
    1. Auction method of selling
    2. A co-op in action
  B. Eastern Live Poultry and Meyer Rosens' Sons
    1. Direct dealer market methods
    2. Learn about large city markets

II. *Eggs*
  A. Willimantic Poultry Association
    1. Member products reviewed
    2. Eggs sold by case and/or carton
    3. Observe candlers at work and candle eggs
  B. Daole Hatchery
    1. Hatching eggs
      a. How received and handled
      b. Reasons for specifications
      c. Possibilities locally
    2. Functions of a commercial hatchery
  C. Plainfield Poultry Cooperative of Connecticut
    1. Dressed poultry
      a. Special trip
  D. Retail stores
    1. Several local
      a. Talk with managers to learn their point of view.

Whether it is a class in livestock or management makes little difference with the procedure used. The group may wish to discuss such questions as: Where do you sell your birds or eggs? How do you know you are getting the best price possible? Or a statement like this: "We get more from a dealer at the door than at the auction." Class discussion under guidance of the instructor generally results in a list of questions for which they need the answers. The management group will have questions on organization and services in the main, with practices coming next. Methods of operation will come in for a few questions, dependent largely upon the interests of the group.

The list of questions is then gone over and each member of the class selects a question which he will ask or otherwise get the answer to. If the class is small, it is necessary for each member to select more than one question for which to be responsible. After this has been done, field trips are arranged to the different places in the community. When the field trips have been completed, the members each report their findings to the class. The information is summarized by the class and the facts taken home

These class activities are sometimes difficult to carry through because of market fluctuations. This is particularly true when using the dealer establishments for class work as they are not active except when the birds are ready and the market favorable. Without stock there is little to see, which makes it difficult for the students to understand explanations of procedure. The local cooperative has a definite schedule which makes it possible to plan visits several days ahead.

Some Results

Class study and discussion of local market outlets have given varied results over the years. Visits with former students bear this out. Recently one boy said he was able to get two prices for his products because he knew how the various local outlets worked and so was able to deal more intelligently with each one. Another boy reflected a different line of reasoning. He sells through the local co-op because he feels they are working for him and will give him a fair price without his having to bother with several possible outlets. Still another reaction comes from a boy who sells about ninety per cent of his products on a retail route in a nearby city. He said that class study had convinced him that his present method of marketing was the best for his particular set-up. There are still others who do not seem to have made use of the facts learned in class. Individual differences account for all these variations in marketing practices.

Use local poultry outlets to acquaint your boys with modern market methods. Make use of them to help you to help your community. Ask yourself these things. How can I make greater use of local market outlets? Can they be of a greater use to my classes? You will find there are more uses than have been given here.

International exchange program

FOUR British young farmers arrived in New York June 10 and four American boys left this country June 13 for Great Britain in an international exchange program sponsored by the Future Farmers of America and the National Federation of Young Farmers clubs of Great Britain.

Russell M. Davenport, 21, Shelburne Falls, Mass.; Glen Lackey, 20, Delaware, Ohio; Alton Brazell, 21, Lubbock, Texas; and Charles Lucht, 23, Molalla, Oregon, are the four young men who represented the Future Farmers of America in the British visit.

They flew from New York to London, June 12. After a brief stay in London they visited on farms in that vicinity, then went to Oxford early in July to attend the famous Royal Show. More farm visits were made during the remainder of July and August and they made a brief trip to Paris before returning to the United States in Sep-

Some points to consider in marketing hogs

WALTER J. WILLS, Department Agricultural Economics, University of Illinois

ONE of the rules for successful marketing is to give people what they want when they want it and where they want it. To get the best returns in marketing hogs, farmers should therefore follow a production program that will give consumers the type of hogs they want, and give it to them at the time and place they want it.

The average price per hundred pounds Illinois farmers receive for hogs is usually highest in September and lowest in December. The smallest number of hogs is marketed in September and the largest number in December and January. See Figure 1. These data indicate that a two-litter system that would permit hogs to be sold in September and March should bring the highest returns. But it is recognized that often times the overall farm program will not permit this.

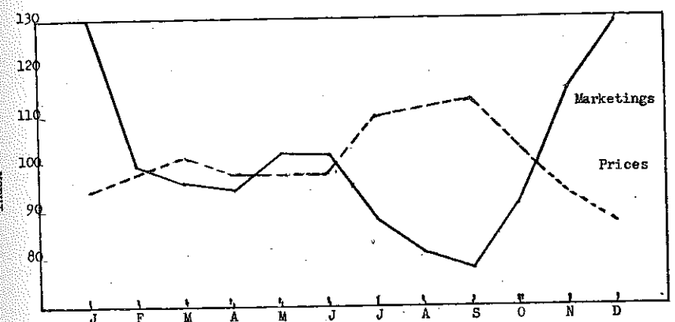


FIG. 1. Seasonal Prices Received for Hogs and Seasonal Marketings of Hogs by Illinois Farmers, 1931-1941.

The average weight of hogs slaughtered tends to be highest in July and lowest in November. See Figure 2. Average price is, however, misleading, since the type and weight of hogs each month are not the same. Also, more sows are sold in the summer, making the average weight higher. The individual farmer is not selling average hogs on a monthly average price. He is selling specific hogs on a specific day.

Changing Demands

During the war years and immediately afterward, much heavier hogs were produced than in the prewar years. With a decline in the price of lard and also of many fat cuts in relation to lean cuts, a change in type of hog to produce more lean and less fat would seem desirable. However, the big problem has been that prices paid for hogs have not been such as to encourage such a change or even to indicate that it would be feasible.

In the early 1900's lard sold at a considerable premium over live hogs, but by the late 1930's light hogs had a price advantage over lard. In the 1920's light hogs were bringing a premium over heavy hogs, particularly in the summer, which is the season when light hogs are relatively scarce. This fact indicates that the market for light and heavy hogs is not the same. Consumers who want cuts from light hogs are willing to pay the price for them. But when the supply of heavy hogs is relatively light, their price increases above that for light hogs.

During 1949 the price of lard was consistently lower that that for live hogs. In live hogs the price differentials between light and heavy hogs were sometimes wide and some times non-existent. This difference in price differentials for the various weight groups can be explained by difference in market receipts of the various weight groups.[1]

Producers, processors, and consumers should all profit from a marketing program that recognizes not only seasonal movements and the relation between weights, but also varying degrees of quality in hogs of the same weight. It would be well to avoid the short, chuffy

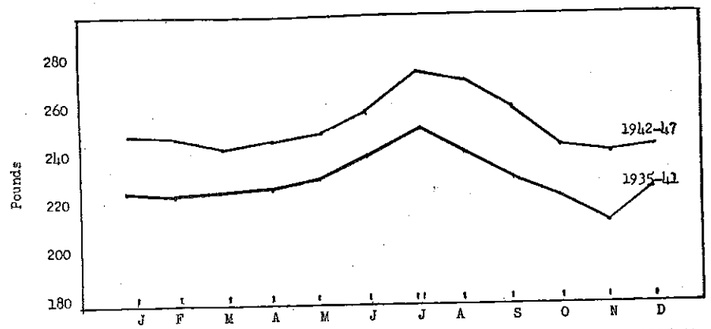


FIG. 2. Weights of Hogs Slaughtered Under Federal Inspection by Months, 1935-41, 1942-47.

ther improve their buying practices to hog. The consumer wants hams, bacon, loins, etc.—not fat-back and lard. Experience and study of the problems indicate that a 200- to 225-pound hog which is sold at such a time as to take advantage of seasonal price movements should command a near-top price. Many packers are now studying ways to correspond with this demand. Farmers frequently speak of premium prices for premium hogs. If premiums are to be paid they must also recognize that discounts will be made on the less desirable grades.

Except in wartime, the export market for pork and lard has been decreasing in importance during the past 40 years. During the five years (1910-14), the United States exported 6.4 per cent of the pork it produced and 32.1 per cent of the lard. By 1935-39 the comparable figures had decreased to 1.9 and 11.8 per cent respectively.

For every four pounds of pork produced, hog growers produce one pound of lard. But the consumer uses only one pound of lard for every five pounds of pork he buys. It is therefore imperative to find other outlets for this additional 20 per cent or to produce hogs with less lard.

Conclusions

Changes in domestic price relationships as well as in the export situation indicate that a different type of hog is needed now from that produced 40 years ago. And to get the best returns, farmers should sell on the basis of quality as well as weight. Where can they find buyers who will buy on this basis?

The season of highest prices may not necessarily be the best time for a farmer to sell his hogs. He must consider costs in relation to market price and also the way in which the whole picture will fit into his over-all farming program.

Hogs were slaughtered at lower weights in 1948 than from 1942 to 1947, but they were higher than in prewar years. At what weights will they be marketed in the future? ●

[1] Wills, Walter J., "Classes of Hogs as a Factor in Analyzing Market Information," *Illinois Farm Economics*, May-June, 1950, No. 180-181. Pp. 989-993.

The greatest service one man can render another is to assist him in gaining that outlook upon and understanding of life where he is able to find the good in all things. —Sidney L. Angell.

The real general education of any man is a life's work by the man himself.

Farmer cooperatives

Given emphasis in workshop series

E. J. JOHNSON, U. S. Office of Education

Elmer J. Johnson

DURING the past year, there have been conducted 13 farmer cooperative education and training workshops on either a regional or state basis. The workshops have been jointly sponsored by the American Institute of Cooperation, Farm Credit Administration, and the Office of Education in cooperation with Colleges of Agriculture, State Departments for Vocational Education, farm organizations, farmer cooperatives, and many other Federal and State agencies interested in education in agriculture. State staff members in agricultural education and representatives from the foregoing agencies and organizations that participated in these workshops came from Ala., Ark., Colo., Del., Fla., Ga., Kans., La., Md., Mass., Miss., Mo., Nebr., N. Mex., N. Y., No. Car., Okla., Penn., So. Car., Tenn., Va., and W. Va.

In most instances, the workshops were conducted for a period of three or four days and held at state colleges of agriculture. An average of 32 persons attended each program making it possible to have working committees of a size best suited to developing and completing assignments.

Students Should Be Informed

Instructors of vocational agriculture when teaching jobs pertaining to marketing often do not cover the several methods of marketing available to farmers. For example, a study of cooperative marketing may not be included as a part of the total instructional program in marketing. By including a study of farmer cooperatives when considering the different marketing methods, does not mean that a teacher is sponsoring cooperative marketing. In fact, it is undesirable for a teacher to promote farmer cooperatives or sponsor any particular method of marketing. However, it is only appropriate that teachers inform their students about farmer cooperatives as well as other types of marketing, purchasing, processing and servicing organizations; thus providing needed informational material that will assist students to choose the farm business plan which best suits their needs.

The following report is typical of some of those that have been presented to the workshops by representatives of the Agricultural Education Service of the Office of Education.

From the beginning of the workshop, it would be well that we have a common understanding as to what is meant by a FARMER COOPERATIVE. It is doubtful if we have such a common understanding. If each of us working independently should write a definition for the term FARMER COOPERATIVE, one would be quite safe in saying that a comparison of these definitions would vary beyond the imagination of most persons. The main reason for making the above statement has been brought about by several years of experience in examining the reports included in the American Farmer degree applications made by students of vocational agriculture who are members of the Future Farmers of America. In a majority of these applications, there seems to be confused thinking or misunderstanding about cooperatives because *cooperative activities* and *organized cooperatives* frequently seem to be considered as being synonymous. Cooperative activities enter into nearly all of our daily activities but only a few of these *organized* cooperative activities are handled through a farmer cooperative. Appropriately restricting ourselves to the term FARMER COOPERATIVE, a preferred definition is quoted. "A farmer cooperative is a business organization of agricultural producers that is developed, owned, and controlled by the member patrons and designed to perform needed services for them."

Many instructors of vocational agriculture feel that they are either inadequately prepared or that there is no need to teach the principles of Farmer Cooperatives as one part of the complete training program on farm business methods. Undoubtedly, there are many factors causing such situations to exist which may include one or more of the following:

1. A lack of experience with farmer cooperatives while enrolled as a trainee at the directed teaching center.
2. The courses on farmer cooperatives that are available to the trainee at the teacher training institution frequently deal in generalities and are usually too theoretical.
   NOTE: College instructors often confine their instructional activities within the four walls of the classroom. This situation needs to be remedied if college staffs are to have an opportunity to perform the leadership that many of them would like to provide.
3. A lack of specific training courses on farmer cooperatives available at the teacher training institution.
4. The college courses on farmer cooperatives are often electives and trainees are unable to schedule such courses.
5. A lack of participating experience on the part of the instructor in farmer cooperative activities.
6. A lack of available off-campus collegiate courses on farmer cooperatives. Interest in such courses would be stimulated if they carried credit for an advanced degree.
7. The total itinerant supervision program fails to include information on farmer cooperatives, and on other types of off-farm businesses.
8. The instructor thinks that it would be unpopular with some groups in the community to teach jobs pertaining to farmer cooperatives.

Pioneering Is Still Needed

The average instructor of vocational agriculture hesitates to teach jobs on a subject if he has not received training in that specific subject. Our instructors still teach very much as they have been taught as well as what they have been taught. Therefore the instructional work at the high school level reflects closely the training given at the institution of higher learning. True there are some instructors who have a real "pioneering spirit," and who have full confidence in their ability to handle subjects successfully in which they have not been trained. Fortunately, most instructors can see jobs needed to be done in a community and some of these are also willing to perform such jobs despite a possible lack of training. Some one must plow these new furrows in education, recognizing the job may not be done efficiently due to a lack of experience, and knowing that the work will be criticized and lack full approval in the community. Usually, the capable, aggressive, and pioneering type of instructor can later correct any faults in the educational furrows previously plowed.

Standing: Howard McClarren. Left to right, front row: N. B. Chesnutt, J. H. Hickman, C. M. Butler, T. B. Elliott, E. N. Meekins, Miss Jenna Sue Christenburg, Miss Isabell Goodnight, J. B. Kirkland, A. L. Teachey, Tal H. Stafford, Henry Johnson. Back row: Mark Davis, John M. Curtis, E. L. Johnson, T. H. Mills, H. T. Gryder, C. W. Sheffield, J. M. Osteen.

Workshop Objectives

To list all of the desirable objectives for a workshop devoted to Farmer Cooperatives would necessitate group thinking of an interested assemblage on this pertinent topic. Therefore, only a few objectives are listed. This list includes:

1. A clear understanding of what constitutes the different kinds and forms of farmer cooperatives.
2. A definition of a farmer cooperative that is clear cut, but simple enough for use with students on the secondary school level.
3. A list of both the accomplishments and limitations of cooperatives.
4. The essential success factors as well as factors causing failure of cooperatives.
5. The factors that determine the position which the instructor of vocational agriculture ought to take in connection with instruction pertaining to establishing, operating, and managing cooperatives.
6. An understanding of the services performed by cooperatives.
7. The procedure and methods for determining the need in a community for farmer cooperatives.
8. An outline of jobs, with suitable references for each, on farmer cooperatives that may be taught to farmers and prospective farmers.
9. An outline of a suitable teacher training program on farmer cooperatives for both pre-service and in-service training of vocational agriculture instructors.
10. The relationship between farmer cooperatives and other forms of business organizations.

Teaching Units

Since instructors of vocational agriculture do not have time, or training in most instances, to prepare teaching units in the field of farmer cooperatives, it is essential to develop material to aid these instructors. Technicians from groups interested in this problem are needed to develop these teaching aids for use in training programs with farm youth and farmers. Fortunately, there are able and willing representatives from the American Institute of Cooperation, Farm Credit Administration, and the College of Agriculture to help in this field on farmer cooperatives. By taking advantage of such assistance, it is possible to more effectively aim the educational program of a school at the problems of individuals. Education can bring about needed changes and improvements only when the instructional program is organized around individual and community problems.

The maintaining of the family sized farm as a way of life is fostered by farm organizations. Such a farm needs to be sufficiently attractive to encourage the more able farm youth to remain on the farm. It is during periods of low rural income or inability to market farm products in a satisfactory manner that many of our more capable rural youth move to urban centers. Rural areas can ill afford to lose their leadership but it has occurred in a few areas to the extent that some one has compared such areas to a poor fishing lake by saying, "All have been removed but the suckers and the bullheads." A happy, contented, productive, and aggressive rural life cannot exist under such unfavorable circumstances. The individual operating a small farm lacks the bargaining power of large producers and the corporation farmer. Therefore, the stability of the so-called small farmer often necessitates group action because there are activities that can be performed better by working together as a group than individually. The primary purpose of a cooperative at all times is to render a service that is needed. Contributory factors include:

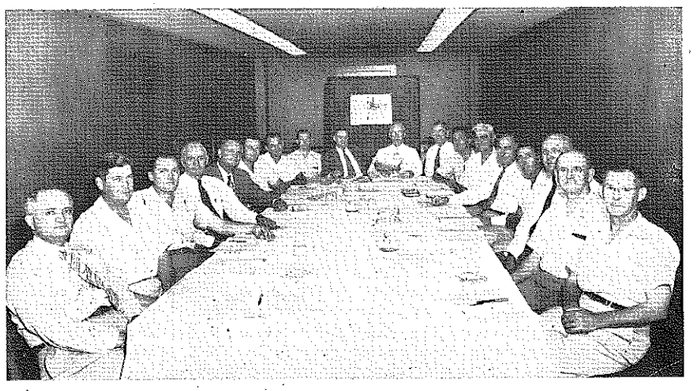
1. Developing a cooperative spirit for the betterment of the community.
2. Encouraging the production of higher quality products.
3. Encouraging the grading and marketing of farm products.

During the last few years, there have been more spectacular changes in agriculture than ever was seen in a like period—changes in marketing methods, changes in crop varieties, production practices, yields, prices, equipment used, and changes in market demands. Two problems resulting from these changes include (1) an agriculture that produces more than the demand, and (2) a need to maintain a profitable outlet for this expanded production. Cooperatives in an educational program can aid in adjusting the output of our agriculture plants to the demands of a peacetime economy. This situation is mentioned only for the purpose of presenting another problem of rural America that needs remedial attention if such a mode of life is to be stabilized.

the future will present a greater need for the help of farmer cooperatives than has prevailed in the past regardless of whether agriculture is in a period of prosperity or adversity.

Cooperatives Have Important Place In Economy

There is no thought that cooperatives will replace the need for other forms of individual and group effort. There remains a real need for these other forms of effort just referred to in the pattern of our society. All forms of business methods have much to do to make America strong and aggressive and they are to be commended for the many beneficial contributions in the past. Individuals must be rewarded appropriately for their efforts when performing a useful service to mankind. We do not dare to create a form of business procedure in our society that will destroy initiative or inhibit the individual from performing his best. Farmer cooperatives must continue to travel on the highway of progress with a firm foundation, keeping alert eyes above the fog; that will assure a strong, virile, trained, alert and understanding populace. To do this, our rural youth need to be well grounded in the worthy principles of cooperation as evidenced in farmer cooperatives which can only be attained through a sound educational program. Those participating in educational workshops can make a vital contribution by bringing into full fruition a better understanding in regard to the organization and management of farmer cooperatives.



Left to right: Clifford Alston, J. A. Niven, W. T. Kincannon, C. C. Holmes, William Polk, C. L. Cowdrey, George Sullards, V. H. Wohlford, J. H. Heckman, Howard McClarren, O. J. Seymour, C. R. Wilkey, B. A. Lincoln, T. A. White, Woodrow Billingsley, J. B. Ewart, Justin Tucker, J. H. Miller.

Training a milk judging team

CHARLES C. ENTWISTLE, Teacher, Dartmouth, Massachusetts

MILK judging may seem complicated to the student when he first approaches it. To give the boy confidence the teacher must maintain simplicity. One method is to concentrate on fixing in the boy's mind the single item of how excellent milk smells and tastes. The boys themselves may help in this by bringing in samples of milk drawn from the cow before she is given any roughage or concentrate. This will eliminate possible feed flavors. If the sample is promptly cooled and kept so until time for use, flavors due to barn odors and bacterial action are normally absent. After tasting several samples of this type the student begins to recognize quickly the characteristics of "excellent" milk. A lasting value has been established without confusion.

Developing Confidence

Keeping in mind simplicity, the instructor may now advance the boy to the stage of making easy comparisons. The student must be able to distinguish between top quality milk and milk of inferior quality. Samples which are known to have an off flavor may be mingled with high scoring samples. By tasting these the boy begins to segregate the good from the bad. This is all directed toward building up confidence in the student as to his own ability. In a like manner raw samples may be compared with pasteurized samples. After testing known cooked samples for guidance the pupil tries his skill in separating the unknown milk samples into each of the proper categories. This is often a revelation to the boy for it is not common for him to be positive, prior to the trial, that he can always tell raw milk from that which has been pasteurized.

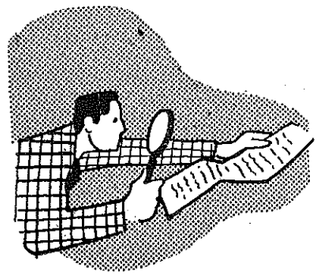
A study of the literature and the results of local contests will generally show that certain flavors appear more regularly than others. These would seem to be the ones which should be taught first since they are perhaps the most common. Among such flavors are "feed," "cooked," "oxidized", and "high acid." Samples of these in varying intensities of flavor may be set up for student comparison. The score for each should be indicated so that the pupil will begin to relate flavor with a numerical score.

Relating Scores To Flavors

Nelson and Trout in their book *Judging Dairy Products* have listed a table in which flavors are classified according to intensity with numerical scores being shown as milk goes down from excellent to poor and bad. With a little work the instructor may make a chart of his own which incorporates the features of this table with the ranges shown on the official F.F.A. score card for milk judging. The instructor may also draw up a chart listing the common flavors and their characteristics. On tastes and smells, its persistency, and its distinguishing peculiarities. Copies of both charts should be given to the boy so that he may have a ready reference in naming and scoring the flavors which are set before him. With known samples, scored by the instructor, as a guide and with the charts for reference the student should now begin the practice of classifying milk, identifying the flavor and scoring the flavor for intensity. The teacher must be sure that the milk is being classified correctly. If the boy cannot select "fair" milk from "excellent" milk or "good" milk from "poor" milk then he is not ready to distinguish between intensities of any given flavor. Always it must be remembered that we are striving to drive home certain simple fundamentals.

Special Aids

In preparing the boy for judging the value of the sediment score, the teacher has three distinct aids available. First is the sediment disk itself. If a sediment tester is not available in the department it is possible to make arrangements with a local dairy plant to furnish disks showing sediment in varying degrees of intensity. The second aid is a chart "Sediment Standards For Milk" which may be obtained free of charge from the



Bureau of Dairy Industry, U. S. Dept. of Agriculture. A third aid is a sediment chart costing $1.50 obtainable from the American Public Health Association, 1790 Broadway, New York 19, N. Y. With the charts the pupils should practice scoring disks available until they can do a reasonably accurate job without the use of aids. If a good supply of disks is available many combinations are possible so that a large number of comparisons can be made.

With the inclusion of both "bottles and caps" and "cans and covers" in most contests there is some confusion in the scoring. This confusion in the mind of the boy arises because of the difference in the amounts deducted for given faults. There seems to be no way to get the scoring correct except by memorizing the "cuts" for both types of enclosures and containers. The instructor should provide samples showing the various types of faults in both container and closure. These should be studied by the pupil until he automatically associates what he sees with the scoring chart fixed in his mind. This part of any milk judging contest becomes more or less mechanical after the trainee has learned to recognize faults quickly.

Realism In Practice

The main divisions of milk judging have been considered separately to this point. In the contest the student is faced with judging flavor and odor, sediment, and container and closure as a unit. In practice sessions conditions should simulate contests as closely as possible. To do this the instructor should set up the samples just as the boy will see them in competition. Score sheets patterned after the official cards should be available for each class. Some classes can be made to include bottles and caps while others can be made up for cans and covers. Sediment disks should be used for each class. Each class should be judged completely with a review afterward. The instructor should score the samples so that the boys may compare results. Keeping a list of scores will indicate those individuals who are outstanding and those who have not mastered the fundamentals. If it becomes apparent that the boys are missing the real differences between the classes of milk, then fundamentals must be stressed further. It is of little value for a boy to be able to distinguish between feed flavor and oxidized flavor if he does not know the difference between good and poor milk. Another advantage of keeping regular scores is that the boy becomes familiar with the scoring sheet. Anyone who has corrected milk judging cards knows that ignorance and carelessness often materially affect the final scores of boys who are overwhelmed by the score card.

Interest In Marketing

Follow up of contest results is not without value. Making a chart on which are shown the official results and the results of each individual allows for some over-all comparisons and study. Errors in scoring become painfully apparent when a sample is scored "40" and is given the criticism "High Acid" while the next sample is scored "32" and is not criticized. Here a check mark in the wrong column of the score card means a loss of two points for what was otherwise perfect judgment.

Practice and more practice is essential to highly accurate and consistent judging. The boy who is interested in dairy animals will render judgment on all animals he sees even though he is not conscious of the fact. A comparable carry over is not so automatic with the milk judging. However the act of tasting milk critically can be developed if sufficient stress is placed upon it. It has been said that we have been more interested in producing than we have in marketing that which we produced. Perhaps also we should lay more emphasis on judging the quality of the produce we offer the public than we have in the past. ●

Marketing our chapter broilers

HORACE E. SHORT, Teacher, Camden-Wyoming, Delaware

H. E. Short

THE Saddle and Grate chapter of Future Farmers of America of Caesar Rodney High School, Camden-Wyoming, Delaware, has been producing broilers for twenty years as a chapter project. During this period several marketing procedures have been followed and many opportunities for instruction offered in the marketing of poultry.

At first the birds were produced in a small house on dirt floors and fed on home mixed rations. Naturally, all the conditions that we know today as desirable were not then standard practice but neither did the quality of the birds have to meet the requirements of the present markets. At the beginning the birds were retailed locally, but were all sold alive.

Steady Improvement

Then, after the first few years, the chapter changed its procedure and marketed some of the birds alive while others were dressed. The first few flocks that were dressed really presented a problem as the only available method was to use a bucket with water to scald the birds, with the temperature changing after each one was dipped. Scalding was followed by hand picking. The pin feather problem was also a serious consideration and as the modern housewife saw more and more dressed poultry in the stores, we felt the need of marketing a better appearing product. In our 20 x 20 poultry house we put in 500 chicks at a time in order to allow ample floor space. We use two stoves, one coal and the other electric in order that the members might learn to produce broilers under actual conditions which they might face and thereby determine the effect on quality of two types of heat. As a result of experiments by various agencies, including small-lot tests by the chapter itself, we now use commercial feed. Most of the large broiler producers in our area follow the same practice. We feel that our students are offered the opportunity to actually practice the production of quality birds which are desired by the consumer.

Recently, we have secured an electric scalder and an electric picker. These make possible far more effective teaching in the use of modern marketing practices with proper equipment and allows each member to gain the skill of preparing dressed broilers.

These experiences give a great deal of satisfaction to the members as they are able to market birds which have been grown under modern production conditions where good management practices have been followed. They are able to deliver a quality bird to a satisfied purchaser.

This type of project is also of value to the department as public support is more forthcoming for our activities as the community associates our work in the production and marketing of broilers with the idea that the members are learning to actually do things rather than just read about them.

We do not think our broiler project has been at all phenomenal, but we do feel it has been of real value to the members of the chapter and is the type of enterprise which can do much to build good community relations. It has also helped finance our summer educational trip and enabled us to give several prizes at our community harvest show. We also believe that much educational value is to be gained from marketing dressed birds rather than selling them all alive. However, we also believe that a limit must be placed upon the scope of such activities if we are to give the individual supervision on the farm which each member should have for home projects. ●

Poultry and turkey projects

ELDEN WESTENSKOW, Teacher, Moroni, Utah

SUCCESS in poultry and turkey projects with Future Farmers depends on several factors that good teachers recognize in the Future Farmer and his set-up very readily. Some of these factors for the success of the poultry and turkey program may be listed as follows:

1. Boy's interest in poultry and turkeys.
2. Farm set-up for poultry and turkeys.
3. Parent's interest in the poultry programs.
4. Obtaining proper finance, feed, and equipment.
5. Suitable housing, and good range.
6. Availability of good quality chicks and poults.
7. Dressing and storage facilities.
8. Marketing contracts, and marketing.
9. Economical unit.
10. Good management, and good supervision.

Vocational teachers cannot discount any of these factors and expect a boy to succeed in his poultry and turkey program any more than a boy can forget or eliminate any one of these items and expect to have good birds and show a profit when his program is through.

When the boy enters the vocational program and decides that poultry or turkeys is the project that he would like to have, he should come in contact with these items to see how they fit in his picture. If he can satisfy in his mind that he can meet these requirements, the first hurdles have been made. It now becomes the duty of the teacher to make a general survey to make sure that the boy and his farm set-up can meet these requirements. A very carefully planned program at this stage relieves the Future Farmer and the teacher from many headaches later on.

Helping the Boy Solve His Poultry and Turkey Problems

Now that the boy, the parents, and the teacher have decided that poultry or turkeys should be his project, and the farm set-up has a lot of possibilities for this type of enterprise, the program begins. The boy and the teacher should contact several poultry projects, both successful and otherwise, and make careful notation of the things that go to make up good poultry project. Great care must be taken by the teacher in not selecting places that have elaborate equipment. This type of equipment may discourage the boy at this stage of the game. When the contacts with the poultry or turkey men have been completed, the teacher and the boy go to the home farm and make a detailed account of the things that the boy has for his poultry or turkey program, and the things that he will need. These items will usually fall into three categories: equipment, feed and finance.

The Farm Mechanics Department can aid very materially in helping solve the equipment problems. The making of this equipment furnishes the boy with a full-time job during the school year. Different kinds of feeders, roosts, range shelters, water troughs, trailers, and maybe a camp wagon, are some of the things he will be trying to get finished and ready for his chickens or turkeys.

Arranging for Bank Finance

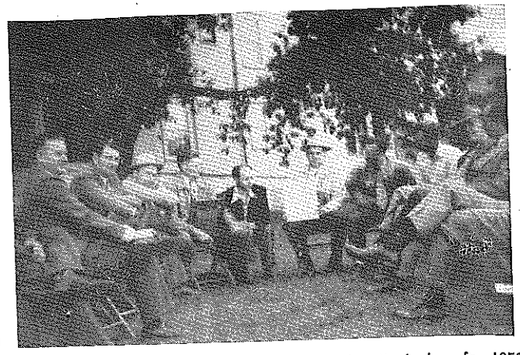
A lot of study is made on the budget of the poultry or turkey projects before the boy is taken to the local bank to arrange for his financing. A budget is prepared showing the following costs:

Chick or poult	Transportation
Brooding	Mortality
Fuel	Interest
Labor	Rental
Litter	Range
Feed	Equipment
Mash	Processing birds
Whole grains	Receipts
Grit	Primary
Miscellaneous	Secondary
Labor	Profit

A well prepared budget gives the banker and the boy a basis for talking, and furnishes a break-down to justify the money that the project requires. Over emphasis cannot be made in preparing the boy to meet the banker and

(Continued on Page 115)

Agriculture Council members and their families enjoy a picnic supper.



A typical meeting of Council. At this meeting final plans for 1950 Grass Day were made.

A functioning county agricultural council

Unites professional workers in agriculture for efficient service to farm people

L. A. CHENEY, Teacher
Williamston, Michigan

ABOUT five eyears ago a new county agricultural agent moved into Ingham county, Michigan with a new version of county agricultural councils. In every county of every state in the United States one finds a group of agricultural workers working toward the same goal of improving agriculture, farm and family living in the county for girls, boys, young farmers and adult farmers. One of the best ways for a group to accomplish its goal is to work together, just as thin pieces of sisil are twisted together to make strong pieces of rope. Agriculture workers in the county felt the need for an organization to tie the groups of workers together and benefit and make use of each other's programs.

Membership in the council is made up of workers from the following organizations: (The number in parenthesis indicates the member or members from each organization.)

1—County Agricultural Agent..... (1)
2—Vocational Agriculture Teachers ..... (6)
3—4-H Club Agent..... (1)
4—Agriculture Veterans Teachers ..... (3)
5—Soil Conservation Service..... (2)
6—Production Credit..... (2)
7—Production Marketing Administration ..... (1)
8—Farm and Home Administration ..... (1)
9—Home Demonstration Agent.. (1)
10—Farm Forester..... (1)
11—National Farm Loan Association ..... (1)
12—Farmers Production Credit Association ..... (1)

The officers in the council are:

Chairman, Harold Gates, Farm and Home Administration.

Vice-Chairman, Dave Overholt, Soil Conservation Service.

Secretary, L. A. Cheney, Vocational Agriculture.

Treasurer, Gordon Edmonds, Veterans Instructor.

The council holds its meetings monthly during the year except for July and August. The meeting places are rotated so that by the end of a two year period each member will have been host to the group. The wives or husbands of each member are invited to each meeting. Meetings start at 6:30 in the evening with a planned pot-luck dinner at the home of the host. At 8:00 the ladies, who have organized themselves into an extension group, have their meeting at the home of the host. The men usually meet at the school or at the office of the agricultural agency of the town. This gives various council members a chance to see what agriculture teachers are doing and working conditions and facilities of other agricultural education agencies in the county.

The officers for the council are elected at the June meeting for the coming year. This gives the officers time to meet and begin planning for the coming year which starts in September. Shortly after the June meeting a program committee is appointed, which begins working on a program by studying council and county agricultural needs for the coming year.

I would like to give you a brief outline of our program over a three year period, to show how programs are tied together year after year and the advanced planning needed. During the summer of 1948 it was decided to improve the pasture and hay program in the county. After considerable work and talks with various groups and people, the committee decided to sponsor a "Grass Day" for Ingham county farmers. A "Grass Day" is the term used by Michigan State College to promote the use of more and better grass by farmers, by a one day educational and demonstration program. By looking at the following program one can see how this type of farmer education fits in the program of an agricultural council and the planning that actually preceded the event.

1948-1949 Council Program

Date	Place	Program	*Host
Sept. 13	County Park Mason	Organization—approval of program for coming year. Plans for hay and pasture program improvement for next year—suggested we sponsor Grass Day in 1950	*County Agent
Oct. 11	Leslie	Planning adult Education program for county—Each member help with program.	*Vocational Agriculture Teacher
Nov. 8	Williamston	Pasture and hay problems of the county—hay storage—two local farmers report their experience with hay driers.	*Vocational Agriculture Teacher
Dec. 13	Dansville	Christmas party — The outlook for the farmers in Ingham County in 1949—Prof. Doneth, Agricultural Economics Michigan State College.	*Soil Conservation Service
Jan. 10	Mason	Plans for Grass Day—pictures and problems of the 1948 Grass Day programs Prof. Bell, Michigan State College.	*County Agent
Feb. 14	Stockbridge	Plans for Grass Day—Worked with Clayton Jewell, whose farm we plan to use for Grass Day in 1950.	*Vocational Agricultural Teacher
March 14	East Lansing	Hay and pasture recommendations to stress this year—Prof. Nelson, Crops Dept. Michigan State College—Report from Grass Day committee.	*Farmers Production Credit Association

Date	Place	Program	*Host
April 11	Mason	Methods used in getting farmers to apply approved practices on hay and pasture—Prof. Byram, Teacher training Dept. Michigan State College.	*Agricultural Veterans Teacher
May 9	Mason	Report on Grass Day Committee progress—Square dancing in the barn of Mel Avery.	*4 H. Club Agent
June 13	Mason	Election of officers—planning for next year.	*Production Marketing Administration

1949-1950 Council Program

Sept. 12	Fairgrounds	Discussed program for Coming year—Each group making up the council briefly described their job and some of the new policies affecting the same.	*County Agent
Oct. 10	Williamston	Talk on livestock marketing by Prof. Brown, Animal Husbandry Dept. Michigan State College.	*Vocational Agriculture Teacher
Nov. 14	Stockbridge	Talk on Dairy research and some of the new advancements in dairy feeding—Prof. Dunn, Dairy Dept. Michigan State College.	*Vocational Agriculture Teacher
Dec. 12	Dansville	Grass Day plans Committees on finance advertising and parking began to work.	*Vocational Agriculture Teacher
Jan. 9	Mason	Grass Day plans reports from committees set date for program—Talk on machinery out-look for 1950—Prof. White, Agriculture Engineering Dept. Michigan State College.	*Agriculture Veterans Teacher
Feb. 13	Mason	Completed committees for Grass Day—Talk on improving soils in Ingham County. Prof. Porter, Soil Dept. Michigan State College.	*Home Demonstration Agent
March 13	Dansville	Completed plans for Grass Day program—Talk on research problems in forage crops. Prof. Tessar, Crops Dept. Michigan State College.	*Soil Conservation Service
April 10	Mason	Worked with Prof. Bell, from Michigan State College Co-sponsors of Grass Day and completed details for Grass Day.	*Farm & Home Administration
May 8	Leslie	Council met on Clayton Jewells farm and completed detail assignments and tours for Grass Day—Talk on the economics of grass land farming Prof. Vary, Agriculture Economics Dept. Michigan State College.	*Vocational Agricultural teacher
June 6	VanTown	Election of Officers completed plans for Grass Day program.	*Production Marketing Administration

(Continued on Page 116)

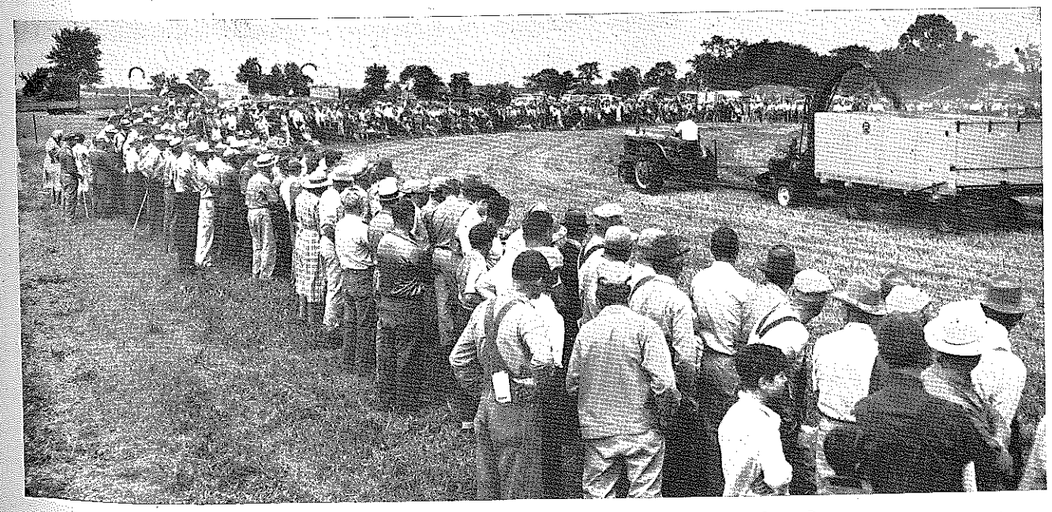
One of the big events of the council was the sponsoring of the Ingham County Grass Day, which was attended by about 3,500 farmers.

Probably some of the readers would be interested in the attendance and feeling of our council members toward our organization. We have practically 100 per cent attendance at our meetings, the members are interested and want to attend, because they know things are being done and accomplished by the council.

Dave Overholt, Vice-Chairman, Soil Conservation Service says—"The Ingham County Agriculture Council brings together a group of men that have a sincere desire to make Ingham County Agriculture better both now and for generations to come. Our problems are discussed freely and this thing called 'over lapping' simply does not exist. Through the Agriculture Council and its functions this county is a most pleasant place to work.

In the May, 1950 issue of *Better Farming Methods* is an article by Bill Clark, "No feuding at the county seat," which shows that agricultural leaders and workers on the county level can get along well together because they live in the same county and deal with the same clientele. I'm not sure that I agree with John Strohm in his article "Big Government is in your county, too," in the March, 1950 issue of the Country Gentlemen, so far as our county is concerned. I believe the agricultural workers in our county are working together trying to make the farms in our county a better and more profitable place to live.

In summarizing I believe a county agricultural council can be successful if it provides for its members: 1—A good set of officers; 2—A challenging program planned in advance; 3—Members interested in improving their community; 4—Self-initiated projects; 5—Activities for the members families.



Interested onlookers observing a hay chopping demonstration at 1950 Grass Day.

Counseling and Guidance

Functions of the teacher of vocational agriculture

J. N. WEISS, Teacher Education, University of Illinois

J. N. Weiss

THERE ARE few secondary schools that are staffed with trained individuals in counseling and guidance. Because such a person is rarely found in the schools that offer vocational agriculture, it is becoming more and more necessary for the vocational agriculture teacher to equip himself to offer that service.

Counseling and guidance is not too remote from the primary aims of an agriculture teacher which includes helping students to develop objectives, understandings, attitudes, and ideals which will create a deeper appreciation of and aptitudes for farm life problems.

The trained agriculture instructor is in a strategic position to render valuable assistance in individual matters because he makes it a point to visit the homes of each of his students. In this way he gains a knowledge of:

1. The home farm situation.
2. The parents and their problems.
3. The goals, interests, ideals, and ambitions of the pupil (or lack of same).
4. The strengths and weaknesses of the pupil.
5. The problems which tend to cause maladjustment, unhappiness or in some, a degree of frustration.

Thus he can effectively counsel with the individual student, and follow-up with interviews with the students' parents, and any others who are concerned.

Purposes of the Interview

There are several purposes to be served by the counseling interview. These will vary with the individual and his needs. A counselor will need to determine what the purposes of the interview should be. The interview, in general will include the following purposes.

1. *Establish good relationship.* It is important that counselor and counselee get acquainted in the best possible manner. A friendly relationship provides the foundation upon which the rest of the interview will be based.
2. *Release tensions.* Many students come to the interview under considerable emotional tension. Before any constructive help can be given the student should be given an opportunity to "let off steam." After he has expressed his ideas and feelings he may examine these more objectively. He can suggest and carry out plans that he should find helpful.
3. *Provide information.* Students who are counseled will need much information before decisions and judgments are made. The teacher who serves as a counselor will be in need of much information about the pupil. Both participants will use the interview to test, to verify, and evaluate their information. The interview provides the counselor with one of the best opportunities to supplement, validate, test, discard and note the need for further information about the pupil.
4. *Encourage Self-Understanding.* The pupil has most of the abilities and aptitudes to solve his own problems, but seems to make little progress. At this point the counselor can use the interview to:
   a. Help the pupil to identify, organize and use his problem solving abilities and aptitudes.
   b. Help him to see himself as his peers see him.

Teacher counsels the student on swine management problems.

   c. Help him to understand his relationship to his environmental factors and to evaluate the effects of possible environmental change.
   d. Help him know how well he has used his abilities.
5. *Encourage constructive planning.* The major function of counseling is to help the pupil develop and carry out better plans for the future. The first phase of an evaluation of the interview should be the extent to which the pupil develops and implements more intelligent plans for himself.

Each teacher who attempts counseling of his students will find that there are several approaches to the problem which may be used; i.e., the case history approach, the counselor directed interview, the counselee directed interview, and the cooperative approach. Successful teachers of vocational agriculture have found the last to be most effective in that it provides:

1. Joint opportunity and responsibility for emotional release, diagnosis, planning, and implementation.
2. Outcomes in which both teacher and pupil are interested.
3. Opportunity for both participants to share in the purposes of the interview.
4. Opportunity to use accepted principles of learning to meet life's problems.
5. The pupil the *right* and the *responsibility* to carry out the decisions and plans.

Readiness for Counseling

Teachers have recognized for years that before real learning takes place, pupils must be interested and realize the need for learning. Likewise, effective counselors can no longer avoid the consideration of the pupil's motivation for counseling. Much of the counsel which has been provided in the past has been wasted because our counselees were not yet ready for the assistance we were ready to give. The pupil's readiness for assistance is an important part of his own self-understanding. Hence, it is important that both the pupil and the counselor recognize the most appropriate times to provide assistance.

Rothney and Roens[1] state clearly that counseling must be an individualized affair, in which the student makes personal choices and decisions after some one person who has accepted the responsibility for helping this particular individual to analyze his unique personal problems.

Suggestions for Counseling

1. Inspire confidence. No teacher of vocational agriculture can be effective as a counselor unless he has the confidence of the student. A teacher can develop skills and attitudes that make such a relationship possible.
2. Be genuinely interested in people—and have a real interest in helping people.
3. Give the student undivided attention.
4. Don't show evidence of too much curiosity.
5. Give the student a chance to talk—listen carefully and prove to him that you are listening by restating some of his ideas.
6. Accept the things which he has to tell you without undue shock or suprise.
7. Encourage the student to describe his situation as he sees it. This provides the counselor an opportunity to study and to understand the semantics and feelings of the student. It helps the student to become more objective in his thinking and to retain the responsibility for his own difficulties.
8. Develop more self-confidence. Desired results will be attained if emphasis is placed on strengths and possibilities rather than weaknesses and limitations. The student usually needs to develop more self-confidence. The teacher can guide the conversation along channels which provide the student an opportunity to express some of the things of which he could be proud. Usually the student has underestimated his abilities and aptitudes. The counselor can be of assistance by helping to restore balance and perspective to the student and his situation. The counselor can direct but not dictate the actions which will utilize his capabilities.

Precautions in Counseling

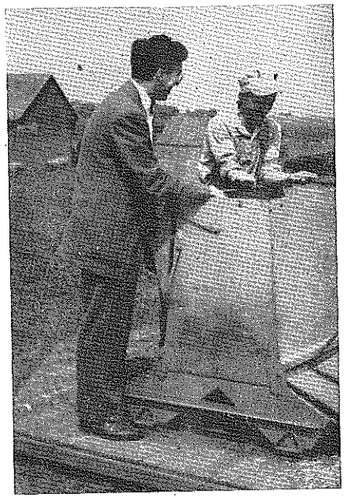
Teachers who attempt to counsel students have their own limitations, their pet ideas, prejudices, and limited training in techniques for effective counseling. Don't allow these to impair the effectiveness of the interview. Remember that a counselor is not trying to sell a bill of goods, but instead he is interested in helping the student develop and sell himself on better plans and procedures for a richer and fuller life.

Don't allow the interview to become disconnected, rambling and without purpose. This happens when the counselor has no specific objective in mind, attempts to cover too many problems in one interview, or where the counselor hesitates to give any direction to the conversation. Encourage the student to summarize the major points which have been covered. This summary will crystallize the important points and provide a more definite pattern for later planning.

There are situations in which the agriculture teacher must admit his limitations. When that happens he suggests the help of a specialist. This is done only in extreme cases. Never should a student be passed on with the feeling "of good riddance."

Occasionally would-be counselors gather all the facts, information and difficulties in the case at hand, and then proceed to make recommendations. This arbitrary approach to counseling seldom gets the desired results. The recommendations may be based upon incomplete or misinterpreted information, bias or limited experience of the counselor and invalid assumptions.

At all times the real counselor is interested in encouraging the student to develop possible solutions to his own problems. The burden of planning and decision-making must be carried by the student. Activity such as this represents the finest educational growth. The counselor is the *motivator* of interest by



Counseling and guidance is often done by the teacher on the feed lot.

rising appropriate questions, providing necessary information, and suggesting possible courses of action. It is important that the counselor and the student consider several alternative courses of action.

A teacher of agriculture who serves effectively as a counselor will observe certain ethical considerations:

1. He carefully safeguards the information he gathers.
2. He carefully limits the scope of his activities.
3. He refers the pupil to others when they can be more helpful.
4. He does not exact promises from the student.
5. He recognizes the need for continuous growth.

It cannot be too often or too emphatically repeated that the teacher in modern education is concerned not with teaching subjects per se, but with the guidance of youth and adults in those behavioral adjustments which will enable him to live successfully in his present environment, and develop competencies for the future. ●

[1] John W. M. Rothney and Bert A. Roens. *Counseling the Individual Student.* New York—Wm. Sloane Associates, Inc. 1949. pp. 4-5.

Students can share

H. M. HAMLIN, Teacher Education
University of Illinois

H. M. Hamlin

MUCH of our modern confusion about education, including agricultural education, is due to confusion about its purposes and about means of determining whether these purposes are being realized, according to Dr. Leo L. Knuti.

Dr. Knuti has recently completed a study of procedures for determining objectives and evaluating outcomes in agricultural education. He has marshaled the findings of educational psychology and philosophy regarding objectives and evaluation; discovered current concepts and practices; and tried out in field studies practices designed to implement the principles he believes to be defensible.

He found students, both young and adult, eager to become more clear about the purposes of their own education, able to select desirable purposes with the guidance of their teachers, curious about the learning processes most likely to make possible the realization of their purposes. They participated intelligently in evaluating their progress toward the objectives they had chosen.

Dr. Knuti summarizes his general conclusions about objectives and evaluation as follows:

"The function of the educational process is to bring about changes in people. These changes are the objectives of education."

"Learning is an individual process, hence the objectives of individual learners are crucial in learning situations."

"Criteria for the selection of objectives may be set up by students with teacher guidance. Some of the more important criteria are: (1) Will its realization contribute to my psychological, social, economic, or other needs? (2) Will its realization help others? (3) Is it a feasible objective for me now? (4) Is it consistent with my general aims and those of my school system?"

"Evaluation is an integral part of the learning process, not something that follows after learning has taken place. It is necessary in determining an individual's readiness for learning, his progress while learning, and his status after instruction has been completed."

"To be useful, educational objectives should be analyzed in terms of the behavioral outcomes to be expected, such as understandings, skills, abilities, interests, attitudes, and appreciations."

(Continued on Page 115)

Individual instruction

ROBERT O. HARRIS,
Teacher Education, Clarksville, Virginia

R. O. Harris

OUR teaching may be regarded as effective when, and only when it has produced in our students the changes we desire and when these changes are relatively permanent. What we desire in pupils, changes as all things change — as the times change — as points of view in the educational and governing circles of society change. As the accepted points of view change, emphases in various areas of instruction change. As we move about in various educational circles, we observe many changes of emphasis in the total program, some of which affect us more than others. I wish to share with you some observations on four of these trends and attempt to suggest procedures which we might follow in adjusting to these changes.

Four Trends

The first and perhaps, most far-reaching trend in the over-all instructional picture, is the tendency to enlarge the area of our instruction by broadening the definition of "present and prospective" farmers, as specified in the Smith-Hughes Act. Each of us, familiar with the act, recognizes that it defines the limits of instruction in vocational agriculture to present and prospective farmers with emphasis upon training all students to become farm owners and operators. Since this act was passed, several factors have arisen which warrant our consideration if we would continue to teach vocational agriculture: (1) The percentage of our population engaged in agriculture has dropped to seventeen and with increasing mechanization and use of scientific materials in farming, it is admittedly possible for ten per cent of our population to produce all of the agricultural products needed; (2) Increased capitalization required to own and operate a farm is making it increasingly difficult for farm youths to become owners and operators; (3) Increased specialization is resulting in an increasing need for farm workers doing specialized jobs; (4) Industrial expansion in many areas is resulting in many part-time farmers.

To meet these realities it is being recommended on several fronts that if instruction in vocational agriculture is going to be perpetuated with anything of its due status, we must include in our program, others than the decreasing number of farm operators. Obviously, we will have to modify our instruction to meet the needs of these additional students. Our surest attempt to meet this need will probably be through the use of more individualized instruction. The place of individual instruction has long been recognized. It is accepted that it is the most effective method of teaching available since it deals directly with the needs and interests of the individual and is focused on the solution of his own particular problems. Admittedly, individual instruction requires more time, limits the number of students who can be supervised adequately by one instructor and is difficult to do since it requires more preparation by the instructor and demands of him a wider knowledge and more practical experience. Nevertheless, it is imperative that we realize that individual instruction, including year-round instruction on the farm is essential in the training of farmers for today.

What Can Be Done?

We may use conference periods within the school day; divide the class into small study groups; take a class or a part of a class to a boy's farm to analyze his situation and aid him in his planning. We can employ other trained agricultural workers to help promote approved practices, or we might use other ways of getting away from traditional teaching—but we must base our instruction on the needs of the individuals—assisting them to select the essential needs and convert them into interests.

This, of course, means revising our courses and even re-organizing our offerings, both for regular and part-time classes, so as to offer courses of one year or more to students who want to learn only one phase of the farm enterprise, such as farm machinery operator and repair man, beef cattle producer, broiler producer, etc.

To offer instruction to this broader group of learners is going to require a greater versatility than we have perhaps felt the need for before. It will mean building courses around more real life activity projects, more discriminatory use of visual aids, more cooperative research and a wider variety of methods and techniques, for as Lillard has suggested, if you lean hard and with full faith on a single textbook or on a single method, following it in regular order, disregarding the local types of farming, other local demands and needs, insisting that you are teaching subjects and not boys—the easier will be your task, the more magnificent will be your failure and the briefer your stay in the field of agricultural education. Let us refuse to condone "what is" and work diligently to find ways of individualizing instruction so that we can do the job we are supposed to do, train farmers. ●

Finances for chapter activities

ALFRED GREEN, Teacher
Lawton, Oklahoma

IS IT difficult to finance your F.F.A. chapter activities?

The Lawton F.F.A. chapter received its charter in September, 1943. Since that time, through proper guidance, careful planning and cooperative efforts, the members of this chapter have earned several thousand dollars.

Part of the money earned has been invested in equipment such as a pick-up, livestock show equipment and machinery for the 80-acre F.F.A. school farm. Registered breeding sires have been purchased and made available to every chapter member. A cash fund is available to assist the entire chapter or any of the members while attending judging contests, livestock shows, summer camps or other activities.

Throughout the year the committees on Earnings and Savings and Cooperative Activities carefully plan their programs of work together. Joint meetings of the two committees are frequently held to make a thorough check on progress of chapter finances and progress of activities to date.

The 80-acre high school F.F.A. farm is operated by the chapter members. Management and operation is done entirely by individual members working together under supervision of the vocational agriculture instructor, the F.F.A. farm committee being directly responsible for the proper operation of the farm at all times. Profits made on the farm go into the F.F.A. treasury to aid in financing chapter activities.

At local high school football and basketball games, F.F.A. members operate concessions, selling popcorn, soda pop and candy. Five or six boys work at each game and every member takes his turn throughout the year so that each has an opportunity to do his part. Supplies are purchased by the committee in charge. An accurate record of sales and expenses is kept throughout the year and a financial report is made at each monthly F.F.A. meeting by a member of the finance committee.

City-wide scrap paper drives have been conducted by Lawton F.F.A. members in cooperation with the Chamber of Commerce. Trucks and pick-ups were furnished by local citizens, Fort Sill and chapter members. The drives were held at a time when a majority of the members could participate. The paper was loaded into box cars and shipped to the highest scrap paper market available. A sizeable deposit was always made to the chapter treasury after each of these drives.

Straw is baled cooperatively during wheat harvest each year to be used for chapter owned livestock and members' livestock while being exhibited at shows and fairs. Part of the straw baled is sold each year to neighboring chapters to defray cost of wire, gasoline and necessary expenses of baling.

Through cooperative effort, members of the Lawton Future Farmers finance their own chapter activities. ●

Pennsylvania teachers of two decades

Honored by Alpha Tau Alpha

C. S. ANDERSON, National President of A.T.A.

ALPHA Tau Alpha, the national professional—honorary agricultural education fraternity recently celebrated its twentieth year on the Penn State campus. A highlight of the celebration was the extending of membership to all non-member teachers of vocational agriculture in Pennsylvania who were graduated from college before the chartering of the fraternity and who had taught twenty years or longer. Twenty-seven teachers, patriarchs of the profession, accepted the initiation.

Among the distinguished two-decader teachers were six area supervisors of vocational agriculture. C. J. Kell, Dauphin County Area Supervisor, held the record for longest service. He was graduated from college in 1916 and divided the next ten years between three high schools all of which were early-day pioneer centers for vocational agriculture. Twenty-four years ago, he became one of Pennsylvania's first area supervisors. During these years, he has served on many special assignments for the State Department of Public Instruction and also found time to earn a Master's Degree.

Other area supervisors initiated were: G. L. Reisner, McConnellsburg; Harry Everett, Bloomsburg; Wm. J. Tucker, Bellefonte; T. R. Sponsler, Warren and George W. Smith, Carlisle.

The youngest twenty-year-plus neophyte in years of teaching experience was Karl W. Flowers. He was graduated in 1930. As is the record of so many agricultural teachers, he won his first spurs by teaching in two or three schools. Then he settled down in the Tionesta forests to fourteen years of distinguished service. Flowers is still the lone teacher of agriculture in his county.

Other twenty-year men initiated were: Jacob Bumgardner, New Wilmington; Roy A. Fordyce, North East; Paul D. Martin, Thompson; A. E. Cherrington, Port Allegany; Howard P. Siglin, Millersville; Oscar C. Lange, Lake Ariel; George F. Cope, Rockland; John Bohn, Avondale; C. E. Dietterich, Oakdale; Walter L. Hess, Slippery Rock; Russell A. Strang, Kittanning; Carl L. Dewey, Coudersport; Victor S. Ensminger, East Greenville; Joseph F. Miller, Newport; Robert Albright, Youngsville; George O. Ott, Bangor; Rush W. Simons, Harford; Howard J. Miller, New Albany; O. R. Sherman, Ebensburg; and Joseph D. Ryburn, Jamestown.

Alpha Tau Alpha numbers 458 members in Pennsylvania. The chapter was installed in 1930 by Doctor A. W. Nolan, former National President of the fraternity and now Professor of Agricultural Education Emeritus, the University of Illinois.

Plans are under way in many other states where there are chapters of the fraternity to recognize in a similar manner the agriculture teachers of long experience and particularly those who were graduated before there was an opportunity for them to earn the coveted gold recognition key of Alpha Tau Alpha. ●

Alpha Tau Alpha initiated 27 two-decader teachers in celebration of its twentieth year as a professional-honorary fraternity at Penn State. The three young men in the front row are active chapter officers who assisted with the initiation.

Wisconsin teachers train in soil conservation

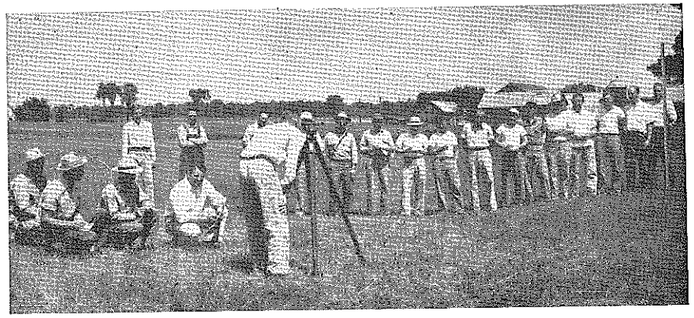
BEN HYLKEMA, Teacher, Wausau, Wisconsin

BECAUSE the job of teaching soil conservation is so important, the Wisconsin teachers decided that it would be desirable to give the teachers and veteran trainers practical experience in this field. The lack of knowledge in working out a practical field problem in terracing or strip cropping may be rather embarrassing, especially when you have a veteran trainee or a young farm lad looking over your shoulder.

Working in cooperation with the county agents and the soil conservation service, two workshops were established in the state this year, to give smaller groups of teachers the desired training they needed. One of the workshops was set up in Marathon county with regular vocational agriculture teachers and veteran trainers attending from the county. In keeping this down to a county unit the following points were kept in mind:

1. Smaller groups gives each instructor a better chance to learn. This point has been learned from experience in conducting field trips.
2. The teachers attending had a chance to study the problems which exist in their own communities since the type of soil conservation work done is about the same in all parts of the county.
3. Teachers do not have to drive far to attend the workshop. This was one criticism of putting training centers on a state basis.

In view of the fact that soil conservation work is such a big field with so many problems connected with it, the Marathon county group confined their training chiefly to laying out the broad base terrace. This was accomplished in a two day workshop.



Wisconsin teachers profit from instruction in soil conservation.

The workshop was climaxed by visiting the Little Trappe Soil Improvement Association at Merrill, Wisconsin. The teachers had a chance to observe the excellent work done in soil conservation practices by the farmers who started this association.

Workshops of this nature are being

(Continued on Page 114)

Training a public speaker

LEO H. SMITH, Teacher, Christianburg, Virginia

L. H. Smith

TO begin with, in training speakers, teachers of agriculture must make a decision as to the purpose of the training. Is the aim to train a select few or to provide training for the entire enrollment in vocational agriculture? We in the Christiansburg High School believe in giving the fundamentals of speaking as well as some practice to all of the boys enrolled in vocational agriculture.

This article, however, will deal entirely with the training of those speakers who wish to enter public speaking contests.

Those boys who are finally selected for advanced or thorough training are the ones who have shown talent and interest in regular class speaking. They must be students who are intelligent, hard workers, and have plenty of perseverance. In short, boys who can and will do.

Preliminary Stages

The candidates are then interviewed and the topic to be used is thoroughly discussed to determine the knowledge that the prospective speaker has on his topic. Suggestions are made and information given as to sources of additional materials, if needed.

The candidate has already learned the fundamentals of writing a speech in class, therefore, the first thing that he does is to study carefully all of the materials available on his topic and make a preliminary outline of the speech. This outline is gone over with the adviser and suggestions for improvement are made. After this a rough copy of the speech is made and read orally to determine any changes to be made to fit the delivery of the individual. After a number of trial copies such as this, a final manuscript is made. This speech is carefully gone over by different teachers within the school to check it for grammatical correctness. In no instance are any suggestions made on the thought and arrangement of the speech. This must be the work of the speaker. The student makes suggested changes and has his speech typed. He is now ready to commit it to memory.

No Substitute For Drill

Now, the real work begins for the coach. He must go over and over the speech with the speaker correcting his delivery, stage presence, voice, articulation and action. This may take hours or days, depending on the individual he is coaching. A transcription of the speech points to the speaker in reviewing the recording.

After the speech is learned the candidate has just started to work. He is required to study thoroughly all the material available in order that he may learn everything possible about the background of his topic. This study has taken hours of work by all speakers that I have trained. During this research it is a good idea to have the speaker write down all the questions that he can think of. This will help him to answer questions of the judges later on.

We have found that a number of good books on public speaking available to the students are a great deal of help to those who use them.

The speaker is taught to relax and not to become tense when giving his speech. Any natural gesture that adds to the speech is encouraged but the speaker is not taught any special gestures for experience has proved that in most cases they look artificial under the strain of a contest.

Finally, the speech is carefully gone over after each contest and the strong and weak points are thoroughly discussed. My advice to a coach is to be a winner until you have lost. Never let your candidate know that you are worried about the outcome. ●

Are you a part of the total program?

(Continued from Page 99)

Responsibilities of Agriculture Instructor

Vocational instructors, as well as the principal, have responsibilities in order to have pupils get the most from a school program. Some of the guides are:

1. He should take part in forming the policies and philosophies of the school.
2. He should work with social studies committees and others that affect the general education of his pupils.
3. He should be well informed about the guidance program and contribute to it whenever possible.
4. He should encourage his pupils to participate in school government and activities other than F.F.A.
5. He should be able to interpret the school program to patrons, other than those he is most closely tied up with.
6. He should be willing to speak and inform the faculty on how they can help the pupils in his area.
7. He should share his plans with his pupils.

The points above, if put into practice, will help to give the vocational instructor professional respect in addition to the financial respect that he now has. members of the staff as to the big and thorough job that vocational agriculture is doing for boys. Not only will he gain respect from other faculty members, he will have a more thorough understanding of why he is doing the things that he is. The procedures set up in vocational agriculture will prove of much benefit to other members of the faculty in making their work more practical. Here he will be able to give suggestions that will be helpful and in addition receive helpful suggestions from other faculty members.

Example

Our school may be used as an example of developing understanding toward a total program. The staff is broken down into six areas: language, arts, social studies, science, mathematics, commercial, health and physical education, and vocational. Each area speaks professionally on their field and points out how other areas may help their pupils. These same groups have a place on the advisory committee that helps to form policies in the school. Thus, there is a common denominator throughout the school and instructors soon begin to appreciate the problems of the others. Teachers learn that the instructor of vocational agriculture is teaching boys and that he can help them teach their boys and vice-versa. This has been done by some interesting charts that vocational instructors have worked out.

Conclusion

Instructors of vocational agriculture must be a part of, and cannot isolate themselves from the school program if they are going to do a total job for their pupils. They must show an interest and want to be a part of the program if their pupils are to have a sense of belonging. They must have a broad educational concept if their pupils are to fit well into our society. They should take on regular duties of teachers if they are to gain professional respect. They must take part in planning the whole program; for, from planning together a common understanding and better relationship will evolve.

The relationships vocational agriculture instructors develop with the members of a school staff, reflect themselves in their products. All members play a part in developing the whole pupil and these parts must be related.

JULIAN KARP, Principal
Bellingham High School
Bellingham, Washington
●

Wisconsin teachers train in soil conservation

(Continued from Page 113)

planned for the entire state next year, putting the units on about a county basis. The program of work could be set up according to the problems which each county would deal with most. This type of training is highly desirable because it not only gives the teacher the answer to problems found in his own community, but it gives him a practical training in working out these answers. ●

Cooperate for profit

PERRY S. FLEGEL, Teacher, Hurlock, Maryland

RECENT changes in the Hurlock school program gave F.F.A. an opportunity to render a service to the school resulting in a strengthened program of work. The first change was when the lunch period was shortened to thirty minutes. The second was the small amount of time between the time buses arrived and classes started in the morning and a similar lack of time before buses left in the evening. These two changes made it difficult for pupils to buy school supplies at the stores. Some F.F.A. members decided it would be a worthy activity to sell these articles to the pupils.

The F.F.A. appointed a committee to discuss the idea with the principal and school board and after getting their approval, began operation of a store. A table in a central location in the hall was used temporarily. The boys immediately began the construction of a cabinet about ten feet long, fifteen inches wide and four feet high. It had lockable doors below and an upper half, the front of which lowered to form a counter and to expose the shelved cabinet which made our store.

Not wishing to infringe on the rights of the cafeteria, we sold no candy or food, but confined our merchandise to a full line of pencils, pens, erasers, binders, fillers, ink and sixty other items for sale.

The chapter, finding the store business rather confining along with their other projects, asked the F.H.A. girls if they would be interested in operating the store jointly with them and soon had a partner. One boy and a girl operate the store for a week. A schedule is worked out in September for the whole year and the students know well in advance when it is their turn to be on duty.

An inventory is taken with each change of operators, making them responsible for either the merchandise or the money. Due to the extra amount of work involved, a special treasurer is elected to handle the business.

Supplies are ordered through a wholesale house in a nearby city and are kept on hand so that we will not run short and disappoint our customers.

The store has been in operation for five years and has shown a nice profit since its innovation. In addition to giving excellent training in business procedures, banking, and making personal contacts, the store has been extremely convenient for all of the students in the school. ●

A functioning advisory council

(Continued from Page 109)

Date	Place	Program	*Host
June 12	Leslie	Grass Day program including seeding trials, Fertilizer on alfalfa. Effect of fall cutting alfalfa, land use, Reed canary grass plot Pasture utilization machinery demonstration and a seeding demonstration.	*Clayton Jewell Farm

1950-1951 Council Program

Date	Place	Program	*Host
Sept. 11	Rayner Park	Picnic for members and family. A member from each group in the Council will explain new developments within the program that they represent.	*County Agent
Oct. 9	Lansing	Insects and parasites of plants and animals and plant diseases—Prof. Jones and Andrews, Michigan State College.	*National Farm Loan Association
Nov. 13	Dansville	Water Supply and wild life habitat restoration Conservation Dept.	*Vocational Agriculture Teacher
Dec. 11	Williamston	Christmas Party—personal problems of council members.	*Vocational Agriculture teacher
Jan. 8	Stockbridge	Programs of the County Farm Bureau and Pomona Grange to be explained by the presidents of the organizations.	*Vocational Agriculture Teacher
Feb. 12	Mason	Grass silage program. Panel discussion by experienced farmers.	*Farm Forester
March 12	East Lansing	Crop varieties adopted to our county—Prof. Nelson, Crops Dept. Michigan State College.	*Production Credit Association
April 9	Mason	The outlook for farmers and farm management practices to be stressed Prof. Doneth, Agriculture Econ. Michigan State College.	*4 H Club Agent
May 14	Okemos	Planning a Pasture program for 1952 Council members.	Vocational Agriculture Teacher
June 11	Dansville	Election of Officers Working with people —Prof. Miller, Michigan State College.	*Production Marketing Administration

Students can share

(Continued from Page 111)

"The process of using objectives and evaluation in learning situations involves (1) selecting objectives, (2) analyzing objectives, (3) identifying the evidences of achievement to be expected, (4) selecting and developing methods of appraisal, and (5) interpreting the results of appraisals."

Dr. Knuti found a serious discrepancy between sound and accepted theories relative to objectives and evaluation and the use of these theories in the field.

Dr. Knuti has recently been a member of the staff of the Agriculture Education Division, College of Education, University of Illinois. On September 1, 1950 he became Head of the Department of Agricultural Education, Montana State College. ●

Poultry and turkey project

(Continued from Page 107)

laying a firm foundation for credit. Most bankers take pride in getting a Future Farmer started on the right track with his finance problems, and the boy appreciates very much his obligation to his project and the bank after such a visit.

Good Management and Supervision

Getting the boy started on a small project at first and working up to an economical unit becomes a challenge to the boy and the teacher. If all of the ground work has been properly prepared, and all plans have been carried out by the time the boy has completed his vocational program in high school, he should be prepared to either go on to school, or to continue his poultry or turkey program as a life's activity.

Many problems can be avoided by proper supervision at the right time. Checking of these details by the teacher may spell success or failure to the boy. He is your boy that you are molding into a good or poor poultryman. ●

The present

WE roll up our sleeves again. Because of the International situation, your community, your work, and you will be vitally affected by moves to strengthen our National Defense. Teachers of agriculture will be asked again to render some service in connection with a defense training program. Without doubt, we are all willing to do whatever may be requested.

There is an old adage that the best way to meet the future is to take care of the present. It follows that each teacher with important work to do today should do it with the very fullest measure of ability and responsibility. This is no time for idle dreaming. Instead, we urge each teacher of agriculture to strengthen his teaching program. Such a conscientious effort on your part will increase the respect of others for our vocational program.

—Mass. Teacher-Training Staff Letter

Three-way conferences . . .

Aid in planning supervised farming programs

A. G. BULLARD, Subject Matter Specialist, Dept. of Public Instruction, North Carolina

A. G. Bullard

A SUPERIOR supervised farming program is one which meets the needs of the student and his farm, and progressively establishes him in the business of farming. Such a program can be developed best through parents - son - teacher conferences.

But, first, let us look at some of the characteristics of a superior supervised farming program. Among the important ones are the following:

1. The program is adapted to the needs of the boy and his home farm.
2. The program gives the boy an opportunity to own something and to gradually expand it in order that he may get a start in farming by the end of his senior year in high school.
3. The program provides an opportunity to put scientific facts and up-to-date practices studied in the classroom, in the shop, and on field trips into actual practice.
4. The program gives the boy definite responsibilities which will develop in him managerial and operative abilities.
5. The program enables the boy to plan his work, and to analyze and solve the problems likely to be encountered in his type of farming.
6. The program provides a means of making some money.
7. The program demonstrates to the community the value of modern and scientific methods of production, thus spreading agricultural education throughout the community.

Promote Parental Cooperation

Cooperation of parents is essential to a successful supervised farming program. If we study the seven characteristics of the superior supervised farming program, we can readily see that the boy's parents must enter the picture. All parties involved—the boy, the parents, and the teacher—must have a clear understanding of the purposes, objectives, and the importance of the supervised farming program. They must also understand each other. The best way to obtain these understandings is through parents - son - teacher conferences. A teacher is in a position to intelligently guide his student in selecting, planning and carrying out a supervised farming program that will be a credit to vocational agriculture when he understands the boy and his parents, and the problems on the farm.

Parents - son - teacher conferences should be held as often as necessary to plan and carry out a satisfactory supervised farm program. The number of conferences necessary will vary, depending on the boy, his parents, and the farm.

A general conference of all new agricultural boys and their parents should be held before or very soon after school opens to discuss the purposes and possibilities of good supervised farming programs and some of the ways and means of getting them started. It would be very desirable to have some boys and their dads who have done outstanding work take part on the program, explaining how they have worked out the problems. The teacher might describe some of the outstanding programs in the past, giving examples of what has been done. The individual parents-son-teacher conferences should follow this meeting and should be held on the boy's home farm.

Identifying Problems

What are some of the problems which should be discussed in these conferences? The boy is the important consideration in these conferences and the discussion should begin by finding out his likes and dislikes, his ambition, his abilities, and his previous work, if any, in 4-H club or other projects.

When the boy's interests and abilities have been determined, the next step is to study the home farm to find out its needs. At this point it might be well to have the boy and his dad to help fill out the farm survey sheet which, when filled out accurately, should suggest some things to include in the supervised farming program. After discussing the farm needs and the resources available, a tentative farming program should be set up with productive enterprises and supplementary practice jobs in line with the boy's interests and the needs of the farm, and one which will lead toward eventual establishment in farming.

The four-year program should include enterprises and jobs that will develop skill in the managerial, operative, and mechanical jobs encountered in the type of farming the boy will likely follow after he leaves school. On most farms, crop and livestock enterprises should be included; shop jobs should receive their due consideration; also soil and water management, and home improvement activities should be included.

The scope of the various enterprises and jobs in the supervised farming program should be large enough to provide a normal situation for planning, for using regular farm equipment, and for keeping accurate records. Standards for these enterprises should be determined for each boy, considering carefully his previous experience, his ability, and the facilities at home for successfully developing the program.

Building A Sound Base

Many of our supervised farming programs have been too small to provide a normal situation for developing skills and managerial ability. Small units have limited the use of farm equipment, and crop and livestock enterprises have been just a part of dad's crop and livestock —planned by dad, worked by dad (may-

(Continued on Page 119)

Gentry retires— 45 years in teaching

C. B. Gentry

ON October 1, C. B. Gentry, after completing 45 years in educational service, retired from active duty, as Dean of the University of Connecticut. His service in Connecticut commenced with teacher training and supervisory work in vocational agriculture. Gentry, on two occasions served as acting president of the University.

Mr. Gentry was born at Drexel, Mo., October 3, 1884, and attended the local schools. After graduation from Drexel High School, Mr. Gentry taught in a rural school in Cass County, Missouri, during the school year 1904-05. He then entered the Central Missouri State Teacher's College at Warrensburg and obtained degrees from there in 1903 and 1911.

Varied Assignments

He taught mathematics and was principal of the Booneville, Missouri, High School from the year of 1908 to 1911. From there he entered the University of Chicago Graduate School and received his master's degree in 1912. State Teacher's College at Conway, Arkansas was his first stop; first as professor of physics, but was soon transferred to teaching agriculture and was put in charge of the school farm. He remained at Conway from 1912 to 1914.

In 1914, Dean Gentry became head of the department of agriculture at the Southwest Missouri State Teacher's College, where he remained until 1918, when he entered Cornell University. He received his master's degree in agriculture there in 1919. After completing his studies he became associate professor of agricultural education at Rutgers College, serving part time as assistant supervisor of agriculture for the New Jersey State Board of Education. He remained at Rutgers until September, 1920, when he came to Storrs.

Since coming to the University of Connecticut, Mr. Gentry has spent many summers teaching in other schools. He has taught courses at the University of California, University of Arizona, University of Tennessee, Utah College of Agriculture, Colorado College of Agriculture, University of New Hampshire, Ohio State University and Cornell University.

After retirement, Mr. and Mrs. Gentry plan to continue living at their home on the Willowbrook Road, Storrs, Connecticut.

It's farm mechanics in Alabama!

D. N. BOTTOMS, Teacher Education, Alabama Polytechnic Institute

D. N. Bottoms

IN ORDER to cope with rapid changes in farm mechanization a change in direction should be made in certain phases of our farm mechanics program in Alabama. The small manual training shop no longer has a place in our vocational agriculture program. We must provide our high school shops with sufficient equipment and give our teachers adequate training to prepare our farm boys an dadults to meet these trends of the time.

Program

On the basis of considerable study, a state program has been developed for the improvement of farm mechanics instruction. The following are major items in the program:

1. Reorganize college courses.
2. Add new courses to college curriculum.
3. Design courses for in-service training.
4. Make plans for remodeling old out-of-date high school shops (most old shops are 1,200 square feet or less.)
5. Design new shop of at least 2,400 square feet (50 high school shops are to be built this year.)
6. Work out plan for arrangement of equipment on unit basis for high school shop.
7. Supply plans for building lockers, workbenches, movable waste containers, welding benches, etc.

Building

The shop room is 40′ x 60′ with an addition of two rooms—one for the main tool room and the other to be used to store materials for classroom and shop instruction.

The tool room is planned for storing all tools not assigned to any particular work area but used throughout the shop. The floor space in the shop, not included in designated work areas, is approximately 1,000 square feet. The shop will therefore handle 20 to 25 students with the class organized in small groups for work in the various areas of instruction.

Equipment

In conducting the above program in farm mechanics, major emphasis has been given to design, selection and arrangement of all equipment and facilities in the shop. The accompanying plan of the shop layout (see drawing) shows the suggested location for each piece of equipment.

The power equipment should be located as indicated on drawing with colored circles around each piece of equipment to indicate danger zone areas. A locker should be placed on the wall for storing saws, wrenches and other tools used in adjusting and operating power equipment.

The electric drill should be located near the wall convenient for woodworking.

The lumber rack should be located against the wall as indicated in the drawing. This rack should be either vertical, 45 degrees or horizontal.

Beginning at the right of the large door as one enters from the outside (see drawing) the description of the equipment will continue around the shop.

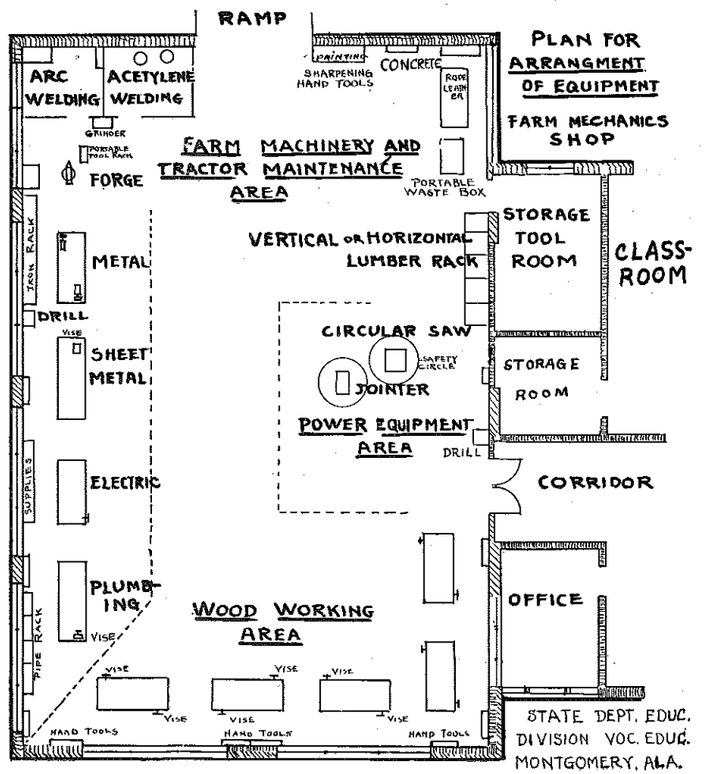
Acetylene and arc welding. The oxygen and acetylene tanks should be mounted on a hand truck if possible so that the welder can be moved about the shop or to the outside. If stationary tanks are used, they should be located to the right as you enter the shop from the large door next to the arc welder, so the welder will be handy for welding projects on the outside of the building. A locker 2′ x 3′ x 6″ with double doors should be used for storing tools and supplies. A 2′ x 3′ workbench, framed with 1¼″ angle iron and covered with brick, makes a very good bench for acetylene welding. The acetylene welder is a little more expensive to operate than the transformer type of arc welder however it has an advantage in that it can be taken to the field for immediate repairs.

The arc welder should be located next to the acetylene welder which places it in the corner of the building. A grinder is located between the two areas for the purpose of preparing iron for welding.

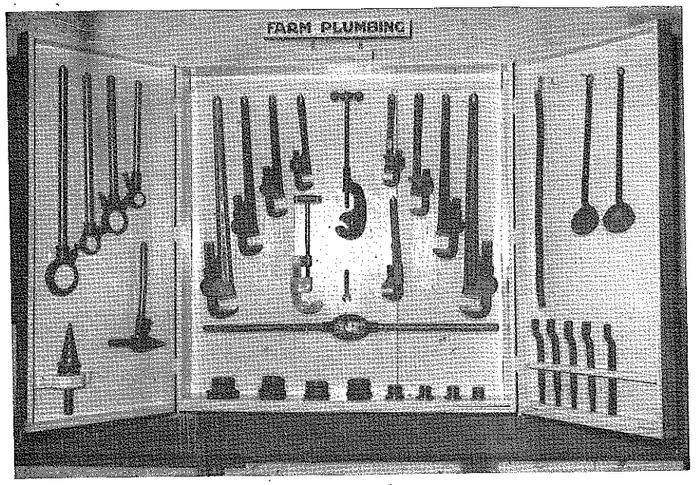
The welder should be enclosed as a safety precaution. The wall may be made of heavy curtains to be pushed back, or a stationary wall made of plywood. There should be a welding bench 2′ x 3′ of convenient height made of 1½″ angle iron. There should also be placed in this booth a locker of sufficient size to hold tools and equipment. A hole 12″ x 12″ may be made in the wall in order to run the welding cables to the outside. From 4 to 6 students can work conveniently in both welding areas.

Forge, cold metal, sheet metal and soldering work. These metal working areas should be located as close together as practical since many of the same tools are used in each area. A portable tool rack should be provided for the tools used in forge work. A wall rack should be provided for iron.

A grinder and machinist vise should be placed on the workbench. A locker for cold and sheet metal work should be



Floor plan for farm shop.



Tools for certain areas of work may be conveniently stored in wall cabinets.

placed on the wall convenient to the workbenches. Approximately 3 to 6 students can work conveniently in these areas.

Electricity. The electrical area is located near the sheet metal area since some of the tools in that area can be used with electrical work. A locker should be placed on the wall to store supplies and equipment. A table with built-in panels is convenient for electrical work. The projects that can be done in this area include repairing electrical appliances and motors.

Plumbing. The plumbing area should have a workbench about two feet longer than other benches with a pipe vise located near one corner. There should be a locker to store all equipment used in doing farm plumbing. A pipe rack should be placed under windows and locker. Cutting, threading, reaming and assembling pipe, leading cast iron pipe and cementing joints of terra cotta pipe for farm use are good projects to do in this area.

Woodworking. The woodworking area should be located near the back of the building. Five workbenches should be built with a vise on each alternate corner and lockers placed on the wall for storing the hand tools. All workbenches should be located approximately three feet from the wall to enable the student to make better use of the working space. If more space is needed in the center of the building, tables may be pushed up near the wall. Projects such as saw horses, wheelbarrows, feeders, trailers, wagon boxes and trailer bodies can be constructed in this area. Eight to ten boys can work in this area satisfactorily.

Rope and leather. One table and locker are sufficient for doing rope and leather work. (See drawing for location.) Rope and leather projects that are applicable to the farming section are satisfactory projects to do in this area.

Painting. A cabinet should be built to store paint brushes and other painting equipment. This cabinet should be located near the large door in order that the power paint sprayer can be used outside the shop to paint farm machinery and other items.

Tool conditioning. A workbench and locker should be provided for cleaning and conditioning all hand tools.

Concrete work. A locker should be located on the wall between the rope and leather work area and the paint cabinet for storing necessary tools and equipment for doing concrete work. Projects that may be constructed are—anvil base, temper trough, hog trough and fence posts. No workbench is necessary.

Farm machinery and tractor maintenance. This area is located in the center and near the large door accessible to welders, metal tools and tools stored in main tool room. An I beam and chain hoist is located over this area for handling heavy objects. ●

Book reviews . . .

INTERNATIONAL POULTRY GUIDE FOR FLOCK SELECTION, revised and enlarged, by L. F. Payne and Thomas B. Avery, pp. 247, illustrated, published by International Baby Chick Association, 15 W. 10th Street, Kansas City 6, Missouri, list price, $3.75. A complete revision has been made of the first edition of the Guide. New features include material devoted to sexing chicks, broiler production, selecting breeders for meat production, crossbred and inbred poultry, a suggested program for both chicken and turkey selecting, testing and grading schools, a section on sanitation, causes of diseases, disposal of dead birds, fumigation of incubators, and economics of culling. An entirely new section is devoted to turkey production. The latest revision of the National Plan for both chickens and turkeys is presented in considerable detail. A departure from most books of this nature—the Guide shows untouched illustrations to represent chickens and turkeys as they usually are found during the early fall in their "working clothes." A cockerel and a pullet of each trio are shown in full plumage, while the hen is shown as she approaches the end of a laying year. The student can expect the pictures in the book to look like the birds on the farm or in the show room. This text will be useful to both teachers and students in vocational agriculture and in veterans on-farm training. —APD

A. P. Davidson

* * *

ARC WELDING LESSONS FOR SCHOOL AND FARM SHOP, by Harold L. Kugler, pp. 343, profousely illustrated, published by The James F. Lincoln Arc Welding Foundation, Cleveland 1, Ohio, list price, $1.00. This book is designed to serve as a basic guide for high school and college students in developing skill in the use of the arc welder. The text is divided into three parts. Part I consists of eight informational lessons covering care, operation, and selection of welding equipment. Specific reference is made to farm type AC welder. A class lesson outline is provided at the conclusion of each chapter. Part II includes 17 welding operations. These operations provide information in position welding as well as instruction on hard-facing, brazing, pipe welding, soldering and use of the carbon arc torch. Each operation includes supplementary information essential to welding. A welding exercise, including a job operation breakdown, is included at the end of each operation. Part III included pictures suggesting projects which can be made by the use of the arc welder. —APD

* * *

METHODS OF GOOD TEACHING, by W. F. Stewart, pp. 200, available through W. F. Stewart, The Ohio State University, Columbus 10, Ohio, list price, $2.87. An interesting book on methods written in the "you and I" style. No attempt is made to tell the student what methods to use but an effort is made to direct his thinking in deriving his own methods. The text includes philosophy, applied psychology and methods. The areas covered by the chapters in this book are: Finding a Basis for Methods of Good Teaching; How to Teach on the Basis of the Needs of the Learner; How to Control the Interest of the Learner; How to Bring About Thinking and Understanding, and How to Provide Repetition if Necessary for Fixation. The methods presented in this text are applicable in any teaching field. Both experienced and inexperienced teachers will benefit greatly by a careful perusal of Methods of Good Teaching. —APD

Three-way conferences

(Continued from Page 116)

be with the help of the boy), harvested and marketed with dad's crop, and perhaps the money has been placed in dad's bank account. Situations of this kind have been very unsatisfactory. Many of these cases could have been prevented by arranging parents-son-teacher conferences to discuss and plan the supervised farming program.

Teachers should carefully explain to the parents that it is very desirable for the boy to own his supervised farming program. Reason for ownership should be given. At the same time the responsibilities attached to ownership should be impressed upon the boy. Such a procedure is likely to result in fewer "paper projects."

The profitableness of each enterprise and the contribution to the improvement of the farm, as well as the educational value, should be carefully considered

and discussed in these confrences. The boy may begin the study of his supervised farming program with a business analysis of each enterprise in his tentative program. The results of this study should be discussed with the boy and his parents and necessary changes made in the program.

Another important problem to discuss in these conferences is the financing of the supervised farming program. Determine how far the boy can go in financing the program and how much aid his parents can give him. If a loan is necessary, discuss sources and reach an agreement on some plan for financing the program. The boy should understand his responsibility in financing the program.

The use of land, equipment, tractor, horse labor, and other resources on the boy's supervised farming program should be discussed and terms understood. A written agreement stating what each party—the boy, the dad, and the teacher —will do is desirable to avoid any misunderstandings. This agreement may not be a binding contract, but it should be an effective instrument in making definite plans.

Parents-son-teacher conferences are not only for the new boys but also for those continuing their agricultural training. They should continue as long as the boy is under the teacher's supervision. Many problems will come up during the year which need to be discussed together. These problems, however, may be held to a minimum by carefully planning the supervised farming program together when the boy first enters the vocational agricultural class.

In conclusion, I would summarize the few thoughts I have tried to present by stating that the teacher should first of all set up in his mind, if not on paper, some clear-cut characteristics of the kind of supervised farming program he would like to have. These characteristics should be kept constantly in mind in planning and supervising the program. They need not be the same as those discussed in this article but each teacher should formulate some of his own.

Second, teachers should arrange and hold parents-son-teacher conferences with each all-day boy for the purpose of planning and initiating a satisfactory supervised farming program. The discussions in these conferences should be around the following problems: (1) The boy's interests, experiences and abilities, (2) the boy's home farm and the improvements needed, (3) the tentative 4-year supervised farming program, (4) the scope of the enterprises, (5) the ownership of supervised farming program, (6) the profitableness and educational values of the enterprises and jobs selected, (7) the financing of the supervised farming program, (8) the use of land, labor, equipment and other resources on the boy's supervised farming program, and (9) the supervised farming agreement.

Superior supervised farming programs do not develop as a result of requiring boys to carry a program, although regulations may require them to do this. They are the result of thorough planning on the part of the teacher, boy, and parents, and careful supervision by the teacher. The best teachers of agriculture and other agricultural education leaders agree that one of the first responsibilities of the teacher of agriculture is to sell the supervised farming program, first to the boy and his parents, and second, to the community as a whole.

THE COMMON SCHOOLS HAVE HELPED AMERICA TO ACHIEVE

1. Rapid rise to national greatness.
2. Realization of democratic ideals.
3. Quick conquest of a vast frontier.
4. Widened opportunity for new citizens from overseas.
5. The highest place ever accorded women.
6. The ability to create, manage, and staff efficiently, large scale production.
7. The noblest standard of living ever realized over a large area.
8. The highest level of intellectual life ever attained by the common people.
9. Steady improvement in the art of self-government.
10. Appreciation of the significance of childhood and the home life.

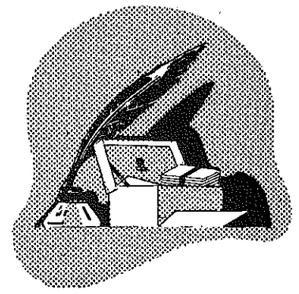
THE CALL TO LEADERSHIP

Our age is peculiarly in need of leadership. In our profession that need is imperative and immediate. Every teacher and school administrator occupies a position of leadership—is prepared, certified, and called upon by society to spread light and learning. Not to lead is to forsake a sacred trust. The wise leader does not attempt to minimize the difficulties ahead. Appreciating the potential abilities of his fellow workers, he tells them the truth. He does not fear that their morales will break down at the first sign of trouble. If they know that their hard work is appreciated, difficulty is a challenge that brings out unsuspected qualities. People who share common hardships are drawn together in affection, cooperation, and unity. The most effective way for a leader to build morale is truly, fairly, and wholeheartedly to represent his cause.

—Joy Elmer Morgan

Of all the evils to public liberty, war is perhaps the most to be dreaded because it comprises and develops every other. War is the parent of armies, from these proceed debts and taxes; and armies, and debts, and taxes are the known instruments for bringing the many under the domination of a few. In war, too, the discretionary power of the executive is extended, its influence in dealing out offices, honors, and emoluments is multiplied, and all the means of seducing the minds are added to that of subduing the force of the people. No nation could preserve its liberties in a state of continual warfare.

—James Madison



TO HIS TEACHER

This is my son.
I place him in your hands.
Regard him as you would your own
And carry on the work I have begun.

May you succeed
In teaching him the things
That mark the educated man—
He will be measured both by word and deed.

A dual role
Is yours: to train the mind
And see that heart keeps pace with intellect.
No one but God could set a higher goal.

—Faun M. Sigler,
From The Indiana Teacher

Directory

Vocational Education In Agriculture

Section I

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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 As—area supervisor

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. Chesnutt, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—H. T. Pruett, Auburn
sms—E. L. McGraw, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—E. L. Donald, Tuskegee

ARIZONA

ds—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
it—J. R. Tucker, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Nivon, Russellville
ds—George Sullards, Jonesboro
t—Roy W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
t—Denver B. Hutson, Fayetteville
Ns—L. R. Gaines, Little Rock
Nt—A. G. Kirby, Pine Bluff

CALIFORNIA

d—Wesley P. Smith, Sacramento
s—B. J. McMahon, San Luis Obispo
rs—K. B. Cutler, Los Angeles
rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento
rs—A. G. Rinn, Fresno
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—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
sms—W. J. Maynard, San Jose

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. Heim, Newark
s—W. L. 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
sms—A. R. Cox, Tallahassee

GEORGIA

d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
sms—Ray V. Neal, Athens
t—A. O. Duncan, Athens
as—T. D. Brown, Atlanta
as—A. L. Morris, Atlanta
Nit—Alva Tabor, Fort Valley
Nit—S. P. Fugate, Swainsboro
Nt—B. Anderson, Fort Valley
Nit—McKinley Wilson, Fort Valley

HAWAII

d—W. H. Coulter, Honolulu, T. H.
s—C. F. Ferdun, Honolulu, T. H.
ds—Takumi Kone, Hilo, T. H.
as—Riley Ewing, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

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

ILLINOIS

d—Ernest J. Simon, Springfield
s—J. E. Hill, Springfield
as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
as—H. R. Damisch, Springfield
as—C. F. Anderson, Springfield
as—G. W. Doak, Springfield
as—H. F. Engelking, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
t—Leo L. Knuti, Urbana
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t—H. J. Rucker, Urbana
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INDIANA

d—Deane E. Walker, Indianapolis
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it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Clanin, Lafayette
it—I. G. Morrison, Lafayette
it—J. K. Coster, Lafayette

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s—H. T. Hall, Des Moines
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as—G. F. Barton, Des Moines
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t—John B. McClelland, Ames
t—J. A. Starrak, Ames
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as—Ernest Threlkeld, Simpsonville
t—Carsie Hammonds, Lexington
t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort

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d—J. R. Gamble, Baton Rouge
s—W. J. Parent, Baton Rouge
ds—I. N. Carpenter, Baton Rouge
ds—C. P. McVea, Franklinton
ds—Gordon Canterbury, Baton Rouge
as—A. Delmar Walker, Baton Rouge
fms—Curtis Jacobs, Baton Rouge
Nit—M. J. Clark, Baton Rouge
Nt—C. H. Chapman, Baton Rouge
t—A. Larriviere, Lafayette
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

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s—John A. Snell, Augusta
as-t—Wallace H. Elliott, Orono

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s—Harry M. MacDonald, Baltimore
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t—Ray A. Murray, College Park
Nt—Claud C. Marion, Princess Ann

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t—Charles F. Oliver, Amherst

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as—E. A. Lightfoot, Lansing
as—C. P. White, Lansing
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as—W. J. Kortesmaki, St. Paul
as—A. N. Pearson, St. Paul
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t—Gordon Swanson, St. Paul

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