Keep your mind on the great and splendid thing you would like to do, and you will find yourself unconsciously seizing upon the opportunities that are required for the fulfillment of your desire.

—TONY'S SCRAP BOOK
Parent-Son-Teacher Relationships in Vocational Agriculture

SOME time ago the writer was visiting the home farm of a young man about 16 years of age. The two young men and their fathers were interviewed at some length. The young men were students in the same school. Parents in both cases were interested in having their sons remain at home and become farmers. One of the young men demonstrated intense interest in farming and had tentative plans for establishing himself in the occupation, while the other one indicated little interest in farming.

The interest, skills, and farming ability of the two young men reflected in a measure their fathers' attitude toward the occupation, the understanding, and the practice relative to working together harmoniously in the operation of the farm. The observations made on the farms stimulated the preparation of this article. It is possible that the opportunity and need to bring about a better understanding of basic nature, purposes, desires, and reactions in the part of parents of students enrolled in vocational agriculture in being overlooked.

It must be recognized that the development of the student depends upon the parent as well as the teacher. In many cases parents find it necessary to make sacrifices in order that their sons may participate in farming activities for themselves and from which they derive a part or all of the income. In other cases they fail to understand the basic problems by which their sons in farming may increase the total farm income. Many parents do not comprehend the opportunity that vocational education in agriculture provides for the development of their sons. Likewise, many teachers are not aware of the problems and difficulties that parents have in providing educational opportunities for their sons. Even in these instances participation by their sons who are enrolled in vocational agriculture in the present farming program will do much to clear the minds of their sons as to the nature and desire to become established in farming for themselves.

Attempts were made in schools to advise the parents on the part of parents a better understanding of the aims, objectives, and possibilities of vocational education in agriculture and of the part they play in making the educational experience effective. Cooperative programs have been developed in a few cases whereby a series of meetings with parents involving the school and the family, the meetings have ranged from three to five in number, and in many cases both parents have participated in them. Group meetings have been held that afford an opportunity for sharing experiences. They may be used as an exchange of ideas between parents and the school on the solution of some of the individual problems and to common problems to groups of students or parents. It is recognized that group meetings are constructive because of the opportunity to share ideas with the farm family, and with students.

Group meetings are being held in topics such as: (1) the program of vocational education in agriculture as seen in the home of the farm family; (2) directed or supervised farm operation as a part of the program of vocational agriculture; (3) farm problems that may be solved in part by the program of vocational education in agriculture; (4) group activities and students of vocational agriculture; (5) parent-son relationships in farm and home life.

Certain activities which may be promoted and directed by a teacher, and which may contribute to the improvement of the parent-son-teacher relationship, and understanding and loyalty of the home farm to the local school and therefore to the educational program in agriculture more effectively are: (1) organizing discussion groups for parents of students; (2) encouraging parents to participate in general parent-education programs; (3) having special parent-education days in the agriculture department; (4) involving parents in family and farm projects; and (5) having students conduct farm and family projects when possible supplemented farm practice programs.
Experiencing the Benefits of Good Housekeeping

LAVAN SHOPPARD, Teacher, Heather, Acenton

Some years ago in western Kansas I was employed in a family's poultry house with 2,000 laying hens. We were using a one-story brick of a ventilation for a school building.工作的设备, the olds, the materials, the slipper snack.

The brick is the main part of us and the slipper is the material of the path. The slipper has become more and more important this season. The brick is the main part of the path. This path is the main part of the path. The path is the main part of the path. The path is the main part of the path. The path is the main part of the path.

Both the possibilities and the limitations of good housekeeping are contained in the title of the instructor. The title of the instructor is contained in the title of the instructor. The title of the instructor is contained in the title of the instructor. The title of the instructor is contained in the title of the instructor. The title of the instructor is contained in the title of the instructor.

It has been said that good housekeeping is a skill that is learned by doing. In the classroom, students are taught these skills by practicing them. In the classroom, students are taught these skills by practicing them. In the classroom, students are taught these skills by practicing them. In the classroom, students are taught these skills by practicing them. In the classroom, students are taught these skills by practicing them.

The Office

Here it should be mentioned that the office is not a place of work. Good housekeeping in the office should be as a part of the job. Good housekeeping is a part of the job. Good housekeeping is a part of the job. Good housekeeping is a part of the job. Good housekeeping is a part of the job.

Making a Monthly Schedule

JOS B. MENDEN, Instructor, Los Altos, M.

The work in vocational agriculture is a job and is an important part of the work in vocational agriculture. The job is an important part of the work in vocational agriculture. The job is an important part of the work in vocational agriculture. The job is an important part of the work in vocational agriculture. The job is an important part of the work in vocational agriculture.

Book Review

Your Guide to Agriculture, Howard P. Anderson, 25c, Borden, pub. A book like this offers a key to the vocational and business people, and to the people in these fields. A book like this offers a key to the vocational and business people, and to the people in these fields. A book like this offers a key to the vocational and business people, and to the people in these fields. A book like this offers a key to the vocational and business people, and to the people in these fields.

Developing good farmers from the standpoint of the needs of agriculture, and good consumers from the standpoint of the needs of agriculture, are the chief concerns of the state's agricultural extension work. A book like this offers a key to the vocational and business people, and to the people in these fields. A book like this offers a key to the vocational and business people, and to the people in these fields. A book like this offers a key to the vocational and business people, and to the people in these fields. A book like this offers a key to the vocational and business people, and to the people in these fields.

"Riding the oak floor causes less dirt!"

It should be remembered that when a farmer goes to a show to enter his alfalfa or bean crop, he is entering into a world of those who are interested in agriculture. If a farmer goes to a show to enter his alfalfa or bean crop, he is entering into a world of those who are interested in agriculture. If a farmer goes to a show to enter his alfalfa or bean crop, he is entering into a world of those who are interested in agriculture. If a farmer goes to a show to enter his alfalfa or bean crop, he is entering into a world of those who are interested in agriculture.

The Agricultural Education Magazine

October, 1940

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October, 1940
They Prove Sires in Oskosh

J. F. WILKINSON, Teacher, Oshkosh, Wisconsin

A continuo.

He proves a sire which started in 1933 in this association with an index of 4S5.

With Highest Index Still Alive

This report also shows a list of 10 bulls proved by members of the association since 1935. These figures show that as a whole, the production of top-quality beef cattle has improved. Furthermore, the highest index bulls are still making a difference in the industry.

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Launching Boys in Farmer-Training Programs

GEORGE WILLARDEN, Teacher, Palmetto Valley High School, Alamo, Nevada

The fundamental objective of vocational agriculture is to prepare boys for a career in farming. To reach this objective, programs are developed to cover both academic and practical aspects of agriculture.

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The Agriculture Education Magazine (October, 1940)
The Advisory Council: Key to Success With Adult Classes

C. W. DALBY, Teacher, Spencer, Iowa

Why do some evening schools succeed and others fail under apparently similar conditions? This is always a popular question for discussion by teachers of vocational agriculture, teacher-educators, and supervisors alike.

Varying answers are given to the question. The reasons of education under which I studied had particular stress on the ability of the teacher to make the subject of the evening-school meetings interesting and of the quality of teaching.

The type of community in which the school is located and the personality of the teacher are often mentioned as factors leading to the success or failure of the school. Perhaps the question is asked many others in: "Does the teacher make the farmer feel that he is missing something very worthwhile if he fails to attend an evening-school meeting?"

The purpose of this paper is to present the theory and practice of evening-school technique which I have used in my position teaching vocational agriculture in a small community. The emphasis of this article was noted for its advanced thinking along agricultural lines and was based on my experience of vocational agriculture in the high school of 1939.

During the first year of the program, student attendance for adult classes was very successful. Not later years found only a handful of non-attendees at the meetings. The reason was that almost every class member could not face the thought of never attending the meetings. It is difficult for a teacher to keep alive a declining attendance when he understands the need for it.

During the following year the evening-school topic was farm management; the same plan was followed and the average attendance jumped to an average of 72 for the year.

Group Planning for Large Schools

Experiences with large evening schools have continued at Spencer, Iowa, for the past six years, and during the academic year of 1949-50, 125 farmers enrolled in the evening-school program. The evening schools have been planned to help the instructor to plan the program for the evening schools, to manage and carry out activities of the evening-school group, to aid in the selection of the principal subject matter, and for carrying out the activities of the evening-school group.

At the close of the winter series of meetings, an evening-school program begins that is designed to help the farmer to plan the program for the summer-school season. This program will be the first of its kind in the state and will be planned to help the farmer to plan the program for the summer-school season.

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Agriculture Program Prohibited Establishment in Farming

G. S. DOWELL, Teacher, Texas

The out-of-school youth movement is gaining momentum and is forcing educational administrators and school boards to reassess the role of public education in serving the needs of every youth, including those who attend school and those who do not.

Administrators and school boards, however, are not always in agreement on the best way to serve these needs. Administrators are often concerned with the maintenance of discipline, teaching, and the welfare of the students who attend school. School boards, on the other hand, are often more interested in the financial well-being of the school district and in the maintenance of a high school with a high school budget.

One issue that often arises is the concept of deviant behavior. Deviant behavior is defined as behavior that is deviant from the norm of the school community. This behavior includes truancy, drug use, and other forms of misconduct.

The concept of deviant behavior is important because it affects the school community. Deviant behavior can lead to a decrease in the quality of education, an increase in the costs of education, and a decrease in the morale of the school staff. Deviant behavior can also lead to a decrease in the quality of education, an increase in the costs of education, and a decrease in the morale of the school staff.

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Planning Instruction in Farm Mechanics for All-Day, Part-Time, and Adult Groups

L. B. POLLOM

The ultimate or long-time objective of instruction in farm mechanics should be to prepare the student (1) to do the mechanical jobs of repair and maintenance, as well as some of the most simple construction jobs that the better farmers of the community find it profitable to do, and (2) to make satisfactory decisions relative to the mechanical aspects of his farming business.

The details of instruction should vary with the needs, interests, and abilities of the students with whom we are working. Factors that might be considered include:

1. Farming status and abilities of the student.
2. Types and number of objectives according to type of student.
3. Type and number of teaching procedures according to type of student.
4. Types of course content according to type of student.

Since most of the mechanical jobs on the farm are those of repair, a farm-mechanics course should include a large proportion of repair problems in some relatively natural setting as possible. If we accept the analysis on the next page as being essentially valid, it would seem advisable to plan instruction to meet the needs of each individual group.

Meeting Needs of All-Day Pupils

Since the program for all-day students during recent years, even over the four-year period, it is suggested that jobs be distributed over a four-year period. Any distribution of jobs will be found to be reasonable flexibility. It is reasonable to assume that some jobs will naturally be repeated from time to time and from year to year. It should be obvious that some jobs will be with the same group of pupils of one age group as the first-year student and our second group be taught to do the same type of job, whereas, those of equal or greater interest to him, will be left behind of himself as quickly as possible.

Such jobs should be deferred until he can master them with considerable success. It should be recognized that not all students can become repairmen in all the work offered. Some of them, other physical or mental limitations. On the other hand, the average student will become proficient in a satisfactory number of them. Mastery of a relatively few significant jobs is more desirable than mastery of a large number of equally important jobs. The years spent in farm-shop work should consist of a measure of repeated repetition of earlier jobs and advancement to new jobs of relatively greater difficulty and wider application.

Many jobs will, of necessity, be eliminated or mentioned at various levels of lack of time or physical facilities. Many jobs will likewise be eliminated as being less suited to a situation than others.

None of us sufficiently proficient to teach, nor are we sufficiently equipped to teach, any kind of mechanical skills and abilities, which will enable the students to maintain and repair farm machinery and equipment in a satisfactory manner.

Suggested Distribution of Farm Shop Jobs

First-Year Jobs:
- Simple tool fitting
- Simple cold-metal work
- Farming repair
- Simple drawing or sketching
- Simple woodwork and carpentry
- Simple sheet-metal and welding
- Hogs work: knots, hinges, and
- Simple electrical repair

Second-Year Jobs:
- Advanced tool fitting
- Advanced cold-metal work
- Simple forge work
- Woodworking and carpentry repair and construction

Third-Year Jobs:
- Advanced forge work
- Woodworking and carpentry and construction
- Electrical repairing and wiring
- Concrete construction
- Plumbing repairing and extension
- Farm drainage
- Power machinery repairing—small engines

Fourth-Year Jobs:
- Advanced forge work
- Electrical repairing and extension
- Woodworking and carpentry repair and construction
- Field machinery repairing
- Power machinery repairing—farm tractors

One and one-half years of part-time school participation, an interest, energy, and understanding of the essential equipment to operate a farm by the time he is ready to do so, and can find someone from whom to rent a farm. Knowledge to start and build up a "farm-machinery hopes chest."

Analysis of Farm Mechanics Instruction According to Groups Served

I. VARIATION IN FARMING STATUS AND ABILITIES OF THE STUDENTS

<table>
<thead>
<tr>
<th>ALL DAY GROUP</th>
<th>PART TIME GROUP</th>
<th>EVENING GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE 14-18</td>
<td>AGE 18-21</td>
<td>AGE-MA T U R E</td>
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</tbody>
</table>

II. VARIATION IN EMPHASIS ON TYPE OF OBJECTIVES ACCORDING TO TYPES OF STUDENTS

<table>
<thead>
<tr>
<th>SKILL OR OPERATIVE ABILITIES</th>
<th>IDEAS, IDEAS, ATTITUDES (USUALLY DEVELOPED ALONG WITH HABITS &amp; KNOWLEDGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUDGMENT OR MANAGEMENT ABILITIES</td>
<td>OPERATIVE ABILITIES</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. VARIATION IN EMPHASIS ON DIFFERENT TYPES OF TEACHING PROCEDURES—WILL OR NOT OF STUDENTS (ACTIVITIES OF THE TEACHER)

<table>
<thead>
<tr>
<th>DIRECTING DISCUSSION—CONFERENCE</th>
<th>DIRECTING TRIAL—PRACTICE</th>
<th>DIRECTING READING TYPES OF STUDY</th>
<th>GIVING LECTURES</th>
<th>GIVING DEMONSTRATIONS</th>
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IV. VARIATION IN TYPE OF CONTENT ACCORDING TO TYPES OF STUDENTS

LARGELY OPERATIVE JOBS AND JOBS

| COMBINATION OF OPERATIVE AND LARGELY MANAGE RI AL JOBS |
|---------------|----------------|
|               | ANY OPERATIVE   |

A course leading to such profession might be set up as follows:

1. Developing the student's understanding of the farm machinery and equipment.
2. Developing the student's ability to repair and maintain farm machinery and equipment.
3. Developing the student's ability to make decisions relative to mechanical aspects of farming business.

Operation:

1. Cold metal work as part of farm machinery repairing.
2. Forge work as part of farm machinery repairing.
3. Tool fitting as required in doing various tasks.
4. Farm carpentry construction and installation as required by the individual.
5. Farm repair as required by the needs of the individual.
6. Sheet metal repair, including coring and repairing, according to the needs of the individual.
7. Knowledge of testing and adjusting of any type of machine as required by the individual.
8. Farm electricity, as required by the individual.
9. Farm field and power machinery maintenance.

A course of this type may be organized with other courses in agriculture and administration at the same or different times, such co-ordination will contribute much to the usefulness and efficiency of vocational agriculture in the field.

What Do Our Evening School Members Want?

As indicated previously, virtually the same kind of work has been offered to all groups. While the adult group has the advantage of different from the other two. The numbers are not particularly interested in doing jobs to the same extent as the others, with the exception of a few. It indicates that approximately the same type of work is satisfactory in both part-time and evening classes, with certain types of work being equally popular. For instance, one course concerned itself with tool sharpening and hammer factories, while another concentrated on metal working. The part-time group appears to be quite interested in both types of work, while farm work was not nearly so popular. This may be seen by the number of blue-collar farmers wanting to attend these classes.

The writer's impression is that in most cases exactly the same work is offered to all groups.

The jobs performed by some of the classes indicate a wide variety of practical repairing and maintenance of farm equipment, which is often specific to that group's needs. The farms work ranged from sharpening lamp bases to raising farm machinery. The construction jobs included building, tensioning, and tightening, even making a reel for a lawn mower, a corn binder, and a wagon box.

Not one teacher in his report indicated that anyone was upset with the course, but rather that it was his business to encourage the enthusiasm of anyone of the group. Therefore, we can assume that virtually any teacher can manage to make his point of interest a thing of his own. The work of the whole group may not be simplified or made open in any way. However, the work of the group is not a harmful one, because the instructor demonstrates how to use the "lead" hand, and at the same time, he is always there to help them understand it. He can do the work, but the group will watch and learn from the instructor. In this way, the group discusses local politics.

In summary, the instructor must demonstrate on the lecture-discussion demonstration method and instill as possible in the student the ability to use the farm shop.

An infinite variety of activities of the agricultural education program is available.
How Much Drawing?

C. G. HOWARD, Teacher Education, State College, New Mexico

WHAT part of his time allotted to instruction in farm mechanics should be spent in learning to do agricultural drawing? Should the student be able to construct the house according to specifications? Should he be able to construct the house according to specifications? Should he be able to construct the house according to specifications? Should he be able to construct the house according to specifications? Should he be able to construct the house according to specifications?

Withdrawing from a drawing of every student, the high school student will have to think about the use of the tools and the general appearance of the tools. He should be able to construct the house according to specifications. He should be able to construct the house according to specifications.

Mowing and Drawing Blueprints

How much drawing is needed to do a satisfactory job of drafting additional work? How much drawing is needed to do a satisfactory job of drafting additional work? How much drawing is needed to do a satisfactory job of drafting additional work? How much drawing is needed to do a satisfactory job of drafting additional work?

Grand Marais School Forest

KEITH CHENOW

Superintendent of Schools, Grand Marais, Michigan

The Grand Marais School Forest is one of the largest school forests in the United States. The school has increased its acreage from 300 to 600 acres in the past five years. The school forest is actively and variedly used by students. The school forest is actively and variedly used by students.

A COMPARATIVE ANALYSIS OF TEN FARM-MECHANICS BOOKS

<table>
<thead>
<tr>
<th>Book</th>
<th>Authors</th>
<th>Analysis</th>
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Projects and Purposes

The purpose of establishing a school forest is, first, to provide practical experience in forestry and conservation for students; second, to provide practical work projects for youth on the school grounds; and third, to provide a center for research and experimentation in forestry and conservation.

The projects in connection with the forest consist of the construction of a forest headquarters, the maintenance of a forest fire lookout, the cutting of firewood, and the planting of trees. The school forest is actively and variedly used by students.

The forest in Grand Marais is a building and 50 feet by 50 feet, formerly used for school purposes in the village of Grand Marais. The building was torn down, and reconstituted in 1930 by the Michigamow School District No. 1, which has been abandoned by the School District of Grand Marais. The forest is active and variedly used by students.
Futur Farmers of America as Seen on a Tour of the Nation

since I have been able to provide opportunities for incidental contact with the students in the future, certain Future Farmers activities in the state of Illinois were of particular interest to me and would like to mention them briefly. In addition, to these activities, Illinois is home to some of the leadingFuture Farmers organizations in the country.

Let me first recognize that the Future Farmer movement is the greatest single innovation in the field of vocational education to be hailed in "the vincent". This program has made the teaching of voca- tional agriculture a reality and has been centered in the nation's most important centers of vocational education. It has been the greatest single impetus to the progress of vocational education in all the states. It has been the greatest single impetus to the progress of vocational education in all the states.

Since this is my first tour of the nation, I would like to mention some of the leading Future Farmers organizations in the country.

F. A. H. Roberts

Next, I would like to briefly describe briefly the organization of the Future Farmers of America.

The organization is divided into chapters, with each chapter divided into more local units called "sections". Each chapter is governed by a council, which is elected by the members of the chapter. The council is responsible for the management of the chapter and for making decisions on matters affecting the chapter.

In continuing my tour of the country, I would like to mention some of the Future Farmers activities in Illinois. Illinois is home to some of the leading Future Farmers organizations in the country.

F. F. A. "Parlor" Sheep Judges

C. R. G. Howard, Teacher Education, State College, New Mexico.

The Las Cruces department of vocational agriculture was invited to demonstrate the Future Farmers of America in the state of New Mexico. The Future Farmers of America in the state of New Mexico was invited to demonstrate the Future Farmers of America in the state of New Mexico.
Each boy taking vocational agriculture has acquired skills connected with killing hogs, and with cutting, curing, and smoking meats.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932-33</td>
<td>7,971</td>
</tr>
<tr>
<td>1933-34</td>
<td>5,446</td>
</tr>
<tr>
<td>1934-35</td>
<td>4,177</td>
</tr>
<tr>
<td>1935-36</td>
<td>3,570</td>
</tr>
<tr>
<td>1936-37</td>
<td>15,481</td>
</tr>
<tr>
<td>1937-38</td>
<td>17,000</td>
</tr>
<tr>
<td>1938-39</td>
<td>26,111</td>
</tr>
<tr>
<td>1939-40</td>
<td>6,350</td>
</tr>
</tbody>
</table>

These products are marketed by the boys. Often they are asked to butcher hogs for farmers. In this way, each boy taking vocational agriculture since 1932 has acquired skills connected with killing hogs and with cutting, curing, and smoking meats.

The following reports of the department of vocational agriculture at Sanford indicate that six farmer students are employed in the meat industry, one of whom is foreman of a large plant.

<table>
<thead>
<tr>
<th>State</th>
<th>Student</th>
<th>Employer</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td></td>
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<tr>
<td>Arizona</td>
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<td>Arkansas</td>
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<td>California</td>
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<td>Connecticut</td>
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<td>Florida</td>
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<td>Hawaii</td>
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<td>Idaho</td>
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<td>Illinois</td>
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<td>Indiana</td>
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<td>Iowa</td>
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<td>Kansas</td>
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<td>Kentucky</td>
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<td>Louisiana</td>
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<td>New York</td>
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<td>North Carolina</td>
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<td>North Dakota</td>
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<td>Ohio</td>
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<td>Pennsylvania</td>
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<td>Rhode Island</td>
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<td>South Carolina</td>
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<td>South Dakota</td>
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<td>Tennessee</td>
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<td>Texas</td>
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<tr>
<td>Utah</td>
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</tr>
</tbody>
</table>

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  - California: H. A. Swenson
  - Oregon: W. F. Nix

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