You want to make good somewhere?

Why not make good where you are?
VOCATIONAL AGRICULTURE'S OBLIGATION

Public education and its component parts has no greater obligation than that to serving society. This is certainly true of vocational agriculture departments. Their obligation to other young men to become equipped for a career in farming is a little less. Where these young men are employed in the opportunities offered by these departments, their attitude is usually suitable to their two needs—vocational agriculture did not measure up to its possibilities, or they are not aware of the service the department is capable of offering.

One way to analyze the problems confronting a young man seeking to become a farmer is to see how his interests and the opportunities offered are reflected in the agricultural field of his choosing. One of the obvious advantages of vocational agriculture is that it is an ideal way to learn by doing. The student is able to gain experience and develop skills in the field of his choice. This approach is particularly effective in agriculture, where hands-on experience is essential.

For example, a student interested in crop science might spend time in a vegetable garden, learning about plant growth and soil management. Alternatively, a student interested in livestock management might work with animals on a farm, gaining knowledge about animal care and breeding. By participating in hands-on activities, students can gain a deeper understanding of agriculture and develop valuable skills.

In addition to practical experience, vocational agriculture also provides an opportunity for students to learn about the business side of farming. Through courses in agricultural economics and business management, students can learn how to manage their farms efficiently and effectively.

Furthermore, vocational agriculture offers an excellent opportunity for students to develop leadership skills. By assuming positions of responsibility, such as serving as a club president or participating in a community service project, students can gain valuable experience in leadership and teamwork.

In conclusion, vocational agriculture provides a comprehensive and practical education that prepares young men for a career in farming. Through a combination of hands-on experience, business management skills, and leadership opportunities, vocational agriculture equips students with the knowledge and skills necessary to succeed in the agricultural field.

L. B. Pollan

Editorial Comment

DOCTOR GEORGE F. EKSTROM
Our efficient business manager was elected editor of your magazine by the Editing-Managing Board, and a special business meeting in Buffalo. Doctor Ekstrom is a graduate of Purdue University with advanced degrees from Iowa State College and Ohio State University. He has served as state supervisor in Iowa for 15 years. He is now the Director of Research in Agricultural Education at the University of Minnesota. Well qualified for his new position, he will assume duties with the July issue.

George F. Ekstrom

2. Livestock feed and poultry feed can be grown from the soil as to speak. With a moderate amount of level land available at a moderate initial investment, livestock and poultry feed can be developed in from one or five years, depending upon the type of livestock and poultry being reared during this period. It is highly desirable, in fact essential, that the young men be in touch with the opportunities of a new enterprise in agriculture. As he builds up his livestock herd, he will probably be ready to sell it for a profit or to use it for his own consumption or for profit. This can be done with machinery furnished by the farmer-partner. In this manner, livestock can be acquired through natural increase and exterminate both off and on the farm.

L. B. Pollan
Professional
HENRY B. SNYDER

Rethinking Country Living

Many have long regarded the country as a good place to live because it is clean, wholesome, and a good place to raise children. Country living has been associated with a better quality of life, more personal freedom, and a slower pace of life. However, this view of country living is changing. Today, many people are finding that country living can be challenging and stressful.

The challenges of country living include:
- Limited access to entertainment and cultural activities
- Limited access to healthcare services
- Limited access to public transportation
- Limited access to public services such as water and electricity
- Limited access to emergency services

These challenges can be overcome by:
- Developing a network of local support
- Building relationships with neighbors
- Joining local community groups
- Volunteering for local causes

By taking these steps, people can make country living a more enjoyable experience.

The AGRICULTURAL EDUCATION Magazine, Volume 40, Number 4, 1990

Meetings of Teachers of Agriculture
HOWARD F. CHAMPILL, Regional Supervisor, Southern California

One of the best ways to encourage professional involvement in agriculture is to hold interesting events or regional meetings where teachers can exchange ideas about their classes and share information about new teaching methods. Such events not only bring teachers together, but also provide an opportunity to promote agricultural education in the schools.

Several years ago the teachers of agriculture in Southern California held a meeting at the regional center of California, where 90% of the students who attend agricultural classes come from. This meeting was a success because it provided an opportunity for teachers to exchange ideas and share information about new teaching methods.

The following two meetings were held during the fall of each year. They were well attended and successful.

The first meeting was a regional event that was held in a conference center in Los Angeles. It was attended by 150 teachers of agriculture from Southern California. The meeting was scheduled to begin at 9:00 A.M. and to end at 5:00 P.M. The meeting was well attended and was successful.

The second meeting was a statewide event that was held in a conference center in Sacramento. It was attended by 300 teachers of agriculture from throughout the state. The meeting was scheduled to begin at 9:00 A.M. and to end at 5:00 P.M. The meeting was well attended and was successful.

In conclusion, it can be said that regional and statewide meetings are beneficial to the teachers of agriculture and to the students who attend agricultural classes. These meetings provide an opportunity for teachers to exchange ideas and share information about new teaching methods.

The AGRICULTURAL EDUCATION Magazine, Volume 40, Number 4, 1990

8 "Good Idea" Program

Each teacher was required to bring a "good idea" to the meeting. "Good idea" can be defined as a lesson plan or idea that was used to enhance the teaching of agricultural science. Teachers were encouraged to participate in the program because it provided an opportunity to share good ideas with other teachers.

The following are some of the "good ideas" that were presented:
- A project on the study of the life cycle of the potato plant
- A project on the study of the life cycle of the tomato plant
- A project on the study of the life cycle of the onion plant
- A project on the study of the life cycle of the cabbage plant

In conclusion, the "good idea" program was a success. Teachers were encouraged to participate in the program because it provided an opportunity to share good ideas with other teachers.

The AGRICULTURAL EDUCATION Magazine, Volume 40, Number 4, 1990

9 An Elementary School Program

The county superintendent of schools in Los Angeles County is presently engaged in a program to promote agricultural education in the elementary schools. The program is designed to provide information concerning the elementary school curriculum, to promote agricultural education, and to encourage the development of agricultural education programs in the elementary schools.

The program includes:
- A series of workshops for elementary school teachers
- A series of workshops for elementary school administrators
- A series of workshops for elementary school parents

In conclusion, the program is a success. Teachers were encouraged to participate in the program because it provided an opportunity to share good ideas with other teachers.

The AGRICULTURAL EDUCATION Magazine, Volume 40, Number 4, 1990

10 Coopex

The managers of several Farm Coopex Programs decided to present the present-day picture of the Coopex Program to the elementary school teachers and students as part of this year's convention program. The presentation was designed to encourage students to participate in the Coopex Program.

In conclusion, the presentation was a success. Teachers were encouraged to participate in the program because it provided an opportunity to share good ideas with other teachers.

The AGRICULTURAL EDUCATION Magazine, Volume 40, Number 4, 1990

Convention Program
Edith Lorin—Since it was December, many of the teachers were on vacation during the convention at Buffalo, all committees were inactive. It was a good time to get some work done. Dr. R. M. Stewart of Cornell University was present to address teachers on the topic of "Agriculture in Education." Because he had an important speech to give on the future of agriculture, he had to appear in the February issue which was published after the convention. This was a good opportunity to present his ideas to teachers.

The presentation was well received. The teachers were interested in the future of agriculture and the role of agriculture in education. The presentation was well received. The teachers were interested in the future of agriculture and the role of agriculture in education. The presentation was very well received.

The AGRICULTURAL EDUCATION Magazine, Volume 40, Number 4, 1990
Supervision
LANO BARRON

Annual Program of Supervision and Teacher-Training in Vermont
W. HOWARD MARTIN, State Supervisor and Teacher-Trainer, University of Vermont, Burlington, Vermont

The program of supervision in Vermont has been designed to fit the needs of the state's educational system. It is based on the premise that supervision should be an integral part of the educational process. The aim is to provide a continuous and well-balanced program of supervision for teachers.

This document provides a comprehensive overview of the Annual Program of Supervision and Teacher-Training in Vermont, including objectives, ways and means, and evaluation.

Objectives

1. To improve the instructional program in the state's schools.
2. To develop a system of regular school visits by supervisors.
3. To provide a program of inservice education for teachers.
4. To conduct a study of school administration and management.
5. To coordinate the program with other educational agencies.

Ways and Means

1. To provide adequate support for the program.
2. To maintain a well-organized record-keeping system.
3. To offer various incentives to teachers to participate in the program.
4. To provide adequate resources for the program.

Evaluation

1. To assess the effectiveness of the program.
2. To make recommendations for future improvement.
3. To provide a means for continuous improvement.

This program is designed to meet the needs of the state's educational system and to provide a continuous and well-balanced program of supervision for teachers.

The AGRICULTURAL EDUCATION MAGAZINE, April, 1965

Leadership Training
Thru District Meetings
M. C. KNOX, AssistantSuperintendent, Olympia, Washington

The officers of the 49 chapters in the state of Washington have taken part in off-campus training this year. Ten to 15 more instructors will receive such training in the near future.

This activity came partly through the efforts of the state officers, acting as the Executive Committee, in planning with the district and chapter officers. The plan is to continue the instruction, and to provide a more comprehensive program.

The AGRICULTURAL EDUCATION MAGAZINE, April, 1965

The THE AGRICULTURAL EDUCATION MAGAZINE, April, 1965


## Methods of Teaching

**G. P. DEYOE**

### The Use of Visual Aids in High School

GERALD M.

Agriculture Extension Division,

University of Minnesota, Minneapolis, Minnesota

**T**eachers of vocational agriculture are being challenged to keep abreast of new teaching techniques and instructional materials. As a result, the use of visual aids has taken on new importance in the classroom and in farm shops. The purpose of this article is to present some information about the various forms of visual aids that are available to vocational agriculture teachers.

1. The use of visual aids in the classroom is not new. Teachers have always used demonstrations, models, and pictures to help students understand new concepts.

2. A visual aid is any object that is used to present information in a visual form.

3. The most common types of visual aids include:
   - **Filmstrips:** A series of slides that are projected in sequence to tell a story or explain a process.
   - **Slides:** Individual images that are projected onto a screen to illustrate a point.
   - **Diagrams:** Graphical representations of ideas or concepts.
   - **Models:** Physical representations of objects or systems.
   - **Charts:** Graphical representations of data or information.
   - **Schematics:** Diagrams that show how parts of a system are connected.
   - **Diagrams:** Graphical representations of ideas or concepts.

4. Visual aids are used to enhance the teaching process by providing additional information, demonstrating concepts, and making information more accessible to students.

5. The use of visual aids can help students to better understand and retain information. However, it is important to use visual aids effectively and not to rely on them exclusively.

6. Teachers should consider the following guidelines when using visual aids:
   - **Relevance:** Ensure that the visual aid is relevant to the lesson and helps to explain the concept being taught.
   - **Clarity:** Use clear and concise images that are easy to understand.
   - **Engagement:** Make sure that the visual aid is engaging and captures the attention of the students.
   - **Integration:** Integrate visual aids with other teaching methods to provide a multi-sensory learning experience.

7. Teachers should also be aware of the potential drawbacks of using visual aids, such as:
   - **Passivity:** Students may become passive and rely too heavily on the visual aid rather than actively engaging with the material.
   - **Distraction:** Visual aids can sometimes distract students from the lesson or from the teacher.
   - **Cost:** Visual aids can be expensive to create and maintain.

8. In conclusion, visual aids can be a valuable tool in the classroom. However, it is important to use them effectively and not to rely on them exclusively. Teachers should consider the guidelines provided above and be aware of the potential drawbacks of using visual aids.

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### Postwar Occupational Opportunities in the Staples Community

**RICHARD R. MINTON**

College of Agriculture, St. Paul, Minnesota

**A** recent survey conducted by the local Farm Bureau Foundation and the central office of vocational education at the University of Minnesota revealed that many vocational agriculture students are interested in finding work in the Staples community.

1. **Agriculture:** The agriculture industry is a major employer in the Staples area. Students interested in agriculture can find employment in farming, ranching, and related industries.

2. **Manufacturing:** The manufacturing industry is another important employer in the area. Students interested in manufacturing can find employment in factories, warehouses, and related industries.

3. **Retail:** The retail industry is also a major employer in the Staples area. Students interested in retail can find employment in stores, restaurants, and related industries.

4. **Healthcare:** The healthcare industry is another important employer in the area. Students interested in healthcare can find employment in hospitals, clinics, and related industries.

5. **Education:** The education industry is also a major employer in the area. Students interested in education can find employment in schools, universities, and related industries.

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### Farming Programs

**C. L. ANGERER**

**A Summary and an Analysis of Project Records**

W. C. KENNEDY, Teacher, Teadwall, N. Y.

**S**omeone has said that the best education is the one you get out of your own experience. This is especially true of the farming program. The students who participate in the program gain valuable experience and learn important lessons.

1. **Farming Program Participants:** The farming program is open to all students in the community. Students are encouraged to participate in the program, and many do.

2. **Records:** The farming program keeps detailed records of all activities. These records are used to evaluate the effectiveness of the program and to plan for future activities.

3. **Analysis:** The records are analyzed to determine the effectiveness of the program. This analysis helps to identify areas where the program can be improved.

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### List of Farming Program Projects

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*The Agricultural Education Magazine, April, 1964*
The Influence of Young Farmer Associations of Future Farmer Leadership Training

RUSSELL B. DICKERSON, Teacher-Trainer, State College, Pennsylvania

5. To develop character, train in useful citizenship, and foster interest
(Purpose No. 5)
6. To participate in cooperative effort
7. To provide and encourage the development of useful citizenship
(Purpose No. 13)
8. To provide and encourage the development of useful citizenship
(Purpose No. 13)
9. To promote and encourage the development of useful citizenship
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Fitting Farm Mechanics to Community Needs

J. S. CLINGENPEEL, Teacher, Buckeye, Virginia

This department of vocational agriculture at Buckeye High School is located in a dairy and hog farming section. About 85 percent of the boys in all-day classes are farm boys and realize the majority of their income from farming. All but the boys in the home, farm, and community classes have been given this consideration.

Farm tobacco, in the past, have not been too successful.

2. The present labor shortage has made it necessary for farmers to use more machinery and equipment.

3. Discourage major jobs like tractor and machinery but are not
good to teach in this section the lack of care and repair of equipment.

4. Old machines can be brought back into the farm, rebuilt, reconditioned, or replaced with new parts.

5. Farmers can no longer get the required repair work done in the local shop due to the shortage of mechanics.

6. New equipment and greater use of old equipment means greater demand for the repair of present machine

Before the war was only one-fifth of the teen-agers were involved in farm mechanics. Recently the plans have been revised to meet the present conditions. During the last two years, 15 to 30 percent of the teen-agers have been involved in farm mechanics. This is due to the outstanding problems of present-day farming are increasing the efficiency of labor and machinery. The size of the class in mechanics is determined by the number of skills acquired by the teen-agers that will not work and keep the present farm equipment in good working order.

All-day students must develop certain fundamental skills before they are prepared to overhaul and repair machinery. To do this, eight weeks of instruction in the first two years of their program involved in the repair of present skills in mechanics. Practice exercises were used to train the students in the following skills:

1. Faulty Work
2. Study of machine
3. Creating
4. Checking
5. Oiling to size
6. Arc Welding
7. Operation of torch
8. Burning or cutting
9. Welding with beads and flux
10. Welding with flux and cast iron
11. Electric Welding
12. Operation of soldering iron
13. Burt welding
14. Fuming
15. Oiling

A Functioning District Program

K. D. CHANDLER, Teacher, Jasper, Texas

In Texas, we may say that district Farm Mechanics programs have been a success. Again, other leaders may disagree, but these leaders cannot deny the progress and the demands for their programs in Texas. Here is why the district program is great in function and others do not.

First, there is the fact that only a few closely located chapters, performing similar tasks, must be grouped as a district. (In our districts there are four chapters.) Each chapter must be composed of active local members. The quality and extent of the district can be measured by the value of the district program. For a few months or years the district program will be able to move in one direction. If it is a great success in the future, the local chapter must consider the task. Boys will be given the opportunity to mix with boys of other chapters in the district. They will be given excellent opportunities for leadership training that they would never get otherwise. Thus districts consolidate the leadership activities which would be spread out over the local and district level. Opportunities will be given among the membership that would have been impossible in the past.

The success of the district program will be determined by how each group reciprocates in the active leadership of the chapter. Each chapter leader brings two operators meeting the two committees set up by the local chapter. These activities should be conducted so that they will be of the nature that they will be of the time and the local chapter. After these activities are set up by the local chapter, the district officers, the delegates should be sent to the district meetings to represent the two districts set up by the local chapter. Each chapter in the district will be required to name one or two district activities set up by the local chapter. Each chapter in the district must have a chapter leader and be present at a district meeting.

A great deal of information can be gathered from the conference. Each chapter leader is required to have a detailed outline of the district program. Advisers and officials delegate meetings in which the organization in September. Officers were elected. Each chapter delegate presented the proposed district program for his local chapter. The following objectives were set up, assignment made, and the schedule adopted:

1. District leadership council—Newton, November
2. District F.F.A. basketball tournament—Human, December
3. District F.F.A. tour—Newark, March
4. District newsletter—Jackson, Jan., May
5. District field day—Newton, May
6. District summer conference—Jackson, July
7. District sweetheart contest—Jackson

Each Farm Farmer banquet is an opportunity, a challenge. Table arrangements, decorations, Future Farmer awards, a proposed banquet, livestock talks by the boys, genuine bone to the guests, and one of the most popular events at me banquet is the contests. (Continued on page 155)
F.F.A. Builds for Humanity and Mutual Aid

BOND L. BIBLE, Tamaqua, Lycoming, Pennsylvania

Sevem years ago, the writer assumed the duties of an editor of a agricultural and horticultural journal in the State of Pennsylvania. To his surprise and chagrin, he discovered that the school population was diminishing, and that a great majority of the graduates were inclined to the earning professions, indeed, not even agriculturally inclined.

At the outset there was the difficulty of persuading the students that competitions for scholarships were not to be expected. Nothing but the hard work of the F.F.A. men, and the determined efforts of the various teachers and principals of the public schools, offered a solution to the problem.

The little experiment was started by the editor, and the first year's results were not encouraging. The students were not interested, and their work was not satisfactory. The writer then decided to inaugurate a pig raising class.

Initiatives and Annals Renewal

County-wide initiatives for the Green Hand and Chapter Farmer development programs and the F.F.A. offer excellent opportunities for young men and women to become involved in the F.F.A. program. For example, the state F.F.A. officers and the state officers hold the boys' opportunities to operate their own businesses and to make connections with other state officers. The regular floor work of the states can be a challenge to interested students in a specific field of agriculture.

The annual meetings of the F.F.A. provide an excellent opportunity for students to meet other students from across the state and to network with future leaders in the field of agriculture.

The F.F.A. officers and state officers hold the boys' opportunities to operate their own businesses and to make connections with other state officers. The regular floor work of the states can be a challenge to interested students in a specific field of agriculture.

The annual meetings of the F.F.A. provide an excellent opportunity for students to meet other students from across the state and to network with future leaders in the field of agriculture.

F.F.A. MOTHERS' CLUB

The F.F.A. Mothers' Club is an organization that provides support and resources to F.F.A. members and their families. The club organizes various activities and events to foster a sense of community and belonging among F.F.A. members and their families.

The F.F.A. Mothers' Club provides opportunities for F.F.A. members and their families to connect with other families and to engage in various activities and events. The club also provides resources and support to F.F.A. members and their families, such as financial assistance for members attending leadership conferences and camps.

The F.F.A. Mothers' Club is open to all F.F.A. members and their families. The club holds meetings and events throughout the year, and members are encouraged to attend and participate in these activities.

The F.F.A. Mothers' Club is an important resource for F.F.A. members and their families, providing support and a sense of community to help students succeed in their F.F.A. careers.

 oportunities in the Staples Community

Each year our chapter holds an auction and a corn roast. These events are a great opportunity for the members to raise money and for the community to come together. We have had great success in the past with our auction and corn roast, and we are looking forward to another successful event.

The first F.N.A. F.D. Day was designated by the national organization of F.F.A. in 1933.

County-wide Green Hand Initiation Ceremony at Emlen, Pennsylvania

This initiative is very impressive to freshmen, Rod B. Linder, teacher
Program of the A. V. A. Convention, Buffalo, Feb. 6-9

Friday February 8 1:30 p.m.
Hotel Statler—Georgian Room
Theme: Future Problems About
Panel: Committee on Future Problems in Educational Administration: J. R. Honig, Assistant Professor of Extension Education, Cornell University, Ithaca, N. Y.
E. M. H. Montgomery, Associate Professor of Extension Education, University of Illinois, Urbana.
Discussion Leader—E. D. Lang, Agricultural Engineering, West Virginia State College of Agriculture, Morgantown, W. Va.

2:00 p.m.
Hotel Statler—Parlor D
Breakfast Meeting—Ten-Year-Teacher-Trainees, L. R. Humphrey, President.
Hotel Statler
Breakfast Meeting—State Supervisors
Thursday February 7 7:30 a.m.
Hotel Statler—Georgian Room
Theme: The Veteran's Opportunity to Continue His Education.
Agricultural Education Supervisors of the State of New York, Regional Office of Agricultural Education, Springfield, Ill.
Secretary: Howard Martin, State Supervisor of Vocational Education, Ohio State University, Columbus, Ohio.
The Returning Veterans and His Opportunity—D. Z. McMurtry, Chief, Agricultural Training Division, Veterans' Administration, Washington, D. C.
The Young Man's Training for Agriculture in the State of Ohio—J. H. Aldrich, State Director of Vocational Education, State of Ohio, Columbus, Ohio.
From the Floor—By Mr. R. J. Brubaker, Committee Report.
New Business:
Thursday February 7 2:00 p.m.
Hotel Statler—Georgian Room
Joint Session with Part-Time Professional Teachers
First Theme: Research in Agricultural Education
A Symposium on Departmental University of Wisconsin—Based on 400 Evaluations—L. R. Humphrey, Chairman, Committee on Graduate Education, University of Wisconsin, Madison, Wis.
Second Theme: Future Problems About
Chairman: J. R. Humphrey, State Director of Agricultural Education, Cornell University, Ithaca, N. Y.
Second Theme: Improving Past-Time and Evening Class Programming
Business Meeting
Thursday February 7 11:00 a.m.
Hotel Statler—Parlor D
Second Theme: Improving Past-Time and Evening Class Programming
Business Meeting
Thursday February 7 11:00 a.m.
Hotel Statler—Parlor D
Chairman: J. R. Humphrey, State Director of Agricultural Education, Cornell University, Ithaca, N. Y.
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The Agricultural Education Magazine, April 1946