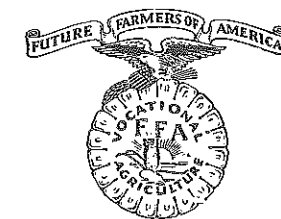


One single shaft of light, one suggestion, can transform a man's whole life. The most startling thing in the whole universe is the change one idea can make when it reaches the inside of a man's head.—*Elbert Hubbard.*



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 the Meredith Publishing Company at Des Moines, Iowa.

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American Vocational Association Convention

Grand Rapids, Michigan—December 6-9, 1939

AGRICULTURAL EDUCATION

Trainer-Supervisor Sub-Section

Wednesday December 6 2:00 P. M.
Hotel Pantlind Swiss Room
Chairman: R. M. Stewart, Cornell University, Ithaca, New York.

- Theme: Discovering Farming Opportunities for Young Men.
- (10) *Introduction of Theme—F. W. Lathrop, Vocational Division, Office of Education, Washington, D. C.
 - (15) A Teacher's Form for Discovering Farming Opportunities for Young Men—F. A. Smith, Michigan State College, East Lansing, Michigan.
 - (15) What a Teacher Should Know About Outstanding Farms Where Young Men May Work for Experience and Wages—John Glavin, State Supervisor for Agricultural Education, Boston, Massachusetts.
 - (20) What a Teacher Should Know About Renting Opportunities in the Community for Young Men—D. P. Trent, Bureau of Agricultural Economics, Washington, D. C.
 - (20) What a Teacher Should Know About Farms for Sale in the Community—George Hudson, Farm Credit Administration, Washington, D. C.
 - (15) A Form Which Teachers May Use to Determine Opportunities of Young Men on Home Farms—W. T. Long, State School of Agriculture, Canton, New York.
 - (25) Discussion and Criticism of Forms and Next Steps in Developing National Forms—Led by J. W. Hatch, Assistant State Supervisor, Buffalo, New York.

AGRICULTURAL EDUCATION SECTION TOURS

Thursday December 7 9:00 A. M.

Michigan State Horticultural Exposition—Civic Auditorium
This is a magnificent display of the horticultural industry of the state and should offer much to those interested in agriculture. There is no charge for admission and the auditorium is connected with the Hotel Pantlind by a subway.
Vocational Agriculture Department and Poultry Center at Zeeland, Michigan.

Zeeland is located in the heart of a thriving agricultural region where poultry production is the leading enterprise. The vocational agriculture department carries on a complete program including all-day, part-time, and evening courses. Transportation will be provided. Announcements as to specific plans for this tour will be made at the Wednesday afternoon session.

Inspection Trip Thru Furniture Factory
Grand Rapids is the center of the furniture industry and an opportunity will be provided for a trip thru one or more of these large manufacturing plants. Specific plans will be announced at the Wednesday afternoon session.

TRAINER-SUPERVISOR SUB-SECTION

Friday December 8 9:00 A. M.

Hotel Pantlind Swiss Room
Chairman: Harry E. Nesman, Chief of Agricultural Education Service, Lansing, Michigan.

- Symposium on Placement and Establishment of Young men in Farming—
- (35) R. W. Gregory, Office of Education, Washington, D. C.
 - (35) O. D. Hollenbeck, Director, Farm Placement Service, U. S. Employment Service, Washington, D. C.
 - (35) George P. Deyoe, Department of Education, Michigan State College, East Lansing, Michigan.
 - (50) General Discussion—Led by J. B. McClelland, Department of Vocational Education, Iowa State College, Ames, Iowa.
 - (25) Summarization of Discussion—F. W. Lathrop, Vocational Division, Office of Education, Washington, D. C.

TRAINER-SUPERVISOR SUB-SECTION

Friday December 8 2:00 P. M.

Hotel Pantlind Swiss Room
Chairman: Ralph A. Howard, State Supervisor for Agricultural Education, Columbus, Ohio.

- (30) Progress Report of the Committee on Standards in Vocational Agriculture—L. R. Humpherys, Department of Agricultural Education, Utah State College, Logan, Utah.
- (20) Standards for Teacher Training—John T. Wheeler, Department of Agricultural Education, University of Georgia, Athens, Georgia.
- (20) Standards for Administration and Supervision—Verd Peterson, State Supervisor for Agricultural Education, Columbia, South Carolina.
- (20) Standards for the Local Department—Louis M. Sasman, State Supervisor for Agricultural Education, Madison, Wisconsin.

- (30) General Discussion—Led by F. W. Lathrop, U. S. Office of Education, Washington, D. C.
- (25) Training Future Farmers for Leadership—W. A. Ross, U. S. Office of Education, Washington, D. C.
- (25) Training Future Farmers in Co-operation—Ivan B. Jett, Teacher, Stamping Ground, Kentucky.

TRAINER-SUPERVISOR SUB-SECTION

Saturday December 9 9:00 A. M.

Civic Auditorium Room

- Chairman: J. A. James, Department of Agricultural Education, University of Wisconsin, Madison, Wisconsin.
- (30) The Vocational Agriculture Teacher's Contribution to Planning a Permanent Agriculture—Bushrod W. Allin, Chief of the Division of State and Local Planning, Bureau of Agricultural Economics, Washington, D. C.
 - (30) Desirable Relationships Between Vocational Education in Agriculture and Farm Organizations—Ben Kilgore, Executive Secretary, Kentucky Farm Bureau Federation, Louisville, Kentucky.
 - (15) The Agricultural Education Magazine Editor's Report, H. M. Byram, Michigan State College, East Lansing, Michigan.
Business Manager's Report, W. F. Stewart, Ohio State University, Columbus, Ohio.
 - (10) National Research Committee Report—R. M. Stewart, Chairman, Cornell University, Ithaca, New York.
 - (50) Open Forum—A period for the informal presentation and discussion of problems in Agricultural Education. Speakers limited to five minutes.

BUSINESS MEETING

- (45) Chairman: Fred A. Smith, Vice President of the A. V. A. for Agriculture, State Director Vocational Education, Little Rock, Arkansas.

VOCATIONAL AGRICULTURE TEACHERS SUB-SECTION

Saturday December 9 9:00 A. M.

Civic Auditorium Room

Chairman: Lynn Heatley, Midland, Michigan, President, Michigan Association of Teachers of Vocational Agriculture.

- Theme: Future Farmers of America.
- (30) Relationship of the F. F. A. to Vocational Agriculture—Elery Collins, Teacher, Chanute, Kansas.
 - (30) Development of F. F. A. Program of Activities—Burton K. Thorn, Teacher, Adrian, Michigan.
 - (30) Financing the F. F. A. Program—Ivan B. Jett, Teacher, Stamping Ground, Kentucky.
 - (30) F. F. A. Camps—V. H. Wohlford, Teacher, Hot Springs, Arkansas, State Director of Radio and Recreation.
 - (30) Fundamentals in F. F. A. Progress—W. A. Ross, U. S. Office of Education, Executive Secretary Future Farmers of America, Washington, D. C.
 - (30) Address—J. A. Linke, Chief, Agricultural Education Service, Office of Education, National Adviser Future Farmers of America, Washington, D. C.

SPECIAL BREAKFASTS, LUNCHEONS, DINNERS, OR MEETINGS

Vocational Agriculture Teachers' Preliminary Meeting—Wednesday 4:00 P. M., Hotel Pantlind, Room, Ten-Year Teacher Trainers Breakfast—Thursday 7:15 A. M., Hotel Pantlind, Room.

State Supervisors Breakfast—Thursday 7:15 A. M., Hotel Pantlind, Room.

Agricultural Education Magazine, Editing-Managing Board—Wednesday 6:30 P. M., Hotel Pantlind, Room 225.

Vocational Agriculture Teachers' Luncheon—Friday 12:15 noon, Hotel Pantlind, Room.

Luncheon for Teacher-trainers, Supervisors, and Teachers—Saturday 12:15 noon, Hotel Pantlind, Room.

This luncheon has been especially arranged in order that leaders in agricultural education and those in various farmers' organizations may have an opportunity to discuss important matters growing out of their relationships. A panel discussion will be held under the chairmanship of L. H. Dennis and with Dr. R. H. Woods representing Agricultural Education, Representatives of the National Grange, the American Farm Bureau, the National Farmers Union, and the Agricultural Extension Service will participate in the discussion. This is an opportunity which should be welcomed by all leaders in agricultural education and it is hoped that a large representation may be present for this luncheon. The problem to be discussed by the panel will be "More Effective Vocational Education for the Farm Youths."

A. K. GETMAN

Professional

R. W. GREGORY

Contributions of Leading Americans to Agriculture—Eugene Davenport

ARETAS W. NOLAN,

Professor of Agricultural Education, University of Illinois

ALTHOUGH quite unable to do justice to the subject of this sketch, I am happy to undertake the responsibility of presenting to the readers of the *Agricultural Education Magazine* a few words about Doctor Eugene Davenport, one of America's greatest leaders in agricultural education. I feel especially honored in this opportunity to pay tribute to one of three men who have had most to do in shaping my own philosophy of life and education.



A. W. Nolan

If one should seek to personify the best and the highest ideals of American citizenship, as they have been conceived and lived from colonial days until now, he could find no better example than Doctor Eugene Davenport, Dean Emeritus of the College of Agriculture of the University of Illinois. He is the true "Uncle Sam" to his friends who know him best, for he embodies all those fine qualities of soul which have been attributed by the best Americans to that great spirit—typical of American manhood—"Uncle Sam." Only Dean Davenport is not a mythical character, he is very real and very much alive. To us in the work of Agricultural Education, Dean Davenport will always be remembered as a great teacher, pioneer, and leader.

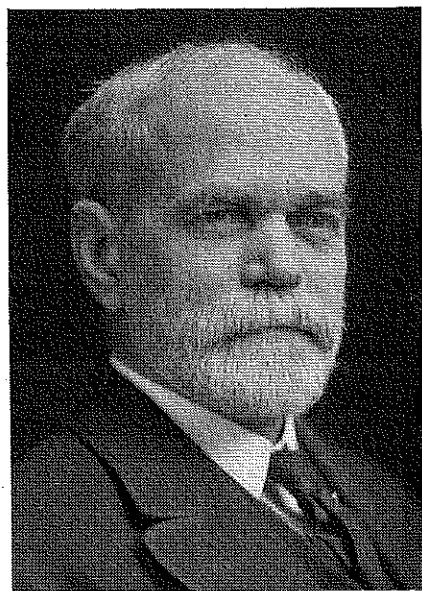
In an interview to get some of the interesting facts about Dean Davenport's life for this article, he said to the writer, "Like many better men, I was born on a farm in southern Michigan, and was almost literally rocked in a sap trough, because from my earliest recollections, the making of maple sugar and syrup was one of our principal industries. I have seen most of the country cleared of its timber in the region where I was born, and I, myself, spent more days in clearing land of timber and in ditch digging and tiling, than I ever did in plowing."

Dean Davenport taught his first school at eighteen, entered what was then Michigan Agricultural College in 1875, and graduated with the class of 1878. In those days the labor system at the Michigan Agricultural College was used, and all students had to work every afternoon on fields, gardens, and grounds for the magnificent pay of ten cents an hour. Mr. Davenport lived and worked

from college. He returned to Michigan Agricultural College in 1888 to do some special study, but with no thought of abandoning the farm. While there, as an assistant in botany on part time, he was appointed Professor of Agriculture in 1889.

Pioneering in Agricultural Education

In the autumn of 1891 Senor Louis Queiroz, a wealthy citizen of Brazil, came to the United States in search of a man who could return home with him and help establish in his country what he called a "Leetle Lansing," that is, a Brazilian edition of Michigan Agricultural College. Mr. Davenport was chosen, and went to Brazil to assist in



Eugene Davenport

this enterprise. Unfortunately, war broke out in Brazil and Mr. Queiroz had to abandon the enterprise. Mr. Davenport returned to the States in 1892, and went at once to his farm in Michigan, where he fully expected to spend the rest of his days.

He was called to the Deanship of the College of Agriculture of the University of Illinois in 1895. He was to be also Professor of Animal Husbandry and Director of the Experiment Station. The vast opportunities in Illinois appealed to Mr. Davenport. Illinois was what Dr. Burrill called an imperial commonwealth. There were but five students in agriculture and three members of the agricultural faculty at that time. The

was directed toward experiment station work. The dean foresaw the development of a great college of agriculture at the university, and he met the challenge with tact, vigor, and sanity. Early in his administration the present "Old Agricultural College Building" was erected. It was a beautiful, commodious, serviceable structure, which the people thought was adequate for all time. In fact the dean was criticized by some for sponsoring such a large building for agriculture, for his critics said the building would sooner or later be abandoned to the bats and spiders, for never would it be filled with students of agriculture.

The Contribution of Davenport's Philosophy to Agricultural Education

The dean's philosophy of education lead him early to endeavor to make the college serve in every way possible the common man on every farm of the state. He believed in the democracy of education, and agricultural education was one way to bring this about. He believed that the benefits of the college and experiment station should be carried to the people, and early after the turn of the century he called Mr. Fred Rankin, a successful farmer of the state, to become superintendent of agricultural extension. From that time on, a graph of growth both in financial support and student attendance could be shown.

In 1912, the writer was appointed assistant to Professor Rankin, in the agricultural extension service of the University. Subsequently Dean Davenport gave wholehearted, sane, and constructive guidance and support to the development of the farm bureau movement, beginning in 1914, and to the vocational education program, instituted in 1917. His wise counsel and excellent judgment have been of inestimable value to both of these great agricultural education movements, not only in Illinois, but thruout the nation. His book, "Education for Efficiency," published in 1919, is still a classic in vocational education, and read with stimulating interest by each succeeding college generation.

The distinguishing features of Dean Davenport's experience in Illinois might be summed up as follows:

First: the farmers of the state thru their organizations were in a frame of mind to help the university in every way to establish a real college of agriculture and an experiment station.

Second: In the absence of students in the earlier days, the farmers put the

legislature for an independent fund, each association sponsoring a definite appropriation for work along its own particular line, such as animal husbandry, dairy husbandry, horticulture, crop production, etc.

Third: There grew out of this, quite naturally, a system of so-called advisory committees under which the university men engaged in a particular line of work, and were greatly assisted by a body of five of the leading farmers in that particular industry.

What Others Say

Great interest and increasing loyalty grew toward the college of agriculture during these 27 years of the service of Dean Davenport. The peak of attendance developed to something over 1,200 students and a faculty of something like 175 members. Upon his retirement in 1922, the following appreciation was expressed by the Assistant Dean, Fred H. Rankin, for the students and faculty of the college:

"The student body of the College of Agriculture desires to express to Dr. Eugene Davenport its deep appreciation for his distinguished leadership as Dean of the College of Agriculture and Director for the Agricultural Experiment Station. As he and Mrs. Davenport retire to their country home at Woodland, Michigan, the very best wishes of the students and faculty of the college and of the alumni go with them.

"The accomplishments of the past 27 years in agricultural education have not just happened to come to pass, they have been results of wise guidance and leadership. While many men have contributed to the college of agriculture in the last quarter of a century, yet by his constructive wisdom, skillful management, and organizing ability, Dean Davenport is abundantly entitled to all the credit he may ever receive for the development of the agricultural college of the University of Illinois, and for the unique and unsurpassed service that he has rendered in the promotion of agricultural interests and of the affairs of the state at large.

"As a teacher, friend, and citizen he has won the esteem and affection of students, faculty, and the citizens of the state, and contributed largely to their intellectual and social well-being, in the way of projecting his personality into the minds and hearts of thousands of young men and women. Many people have come in contact with him and are proud to do him honor as a modest citizen, who has led an inspiring, wholesome life and who efficiently discharged day by day the duties of the office which he so skillfully administered. He has established in Illinois and the nation an honorable, rightfully earned, and widely recognized name.

"As he severed his official connection with the university last September, the student body and faculty bade him farewell with keen regret, and take this occasion to extend to him the heartiest good will and best wishes."

The following is the closing paragraph of a splendid tribute to Dean Davenport by his successor, Dean Herbert W. Mumford:

"I count it as the greatest opportunity of my life to have been privileged to work under the leadership of Dean

never be able to find words to express adequately, either to him, or to the public, the deep appreciation of this privilege. One of my greatest ambitions is to give an account of my stewardship, that I shall be worthy of being called his friend feels about it. That is the essence of leadership."

A significant paragraph from an appreciation presented to Dean Davenport on the occasion of his retirement, signed by the President of the University of Illinois and 127 of the agricultural faculty, follows:

"As teacher, colleague, and citizen, you have won the esteem and affection of students, faculty, and the public by the elevation of your character, the breadth of your wisdom, the sagacity of your counsels, and the sure helpfulness of your spirit. We have looked to you as to a guiding star, for clear-cut convictions, undaunted courage, and unflinching wisdom. You have done more perhaps than any other man to dignify agriculture. You have endeared yourself to your associates by your unselfishness."

Dean Davenport has always given wise counsel and guidance to vocational agriculture, not only in Illinois, but to leaders of our program in the whole country. The following quotation from his great book, "Education for Efficiency," states clearly his viewpoint:

"As I see it, every high school that has a natural agricultural constituency of any considerable importance should put in a department of agriculture on the same basis as its department of chemistry, and proceed to offer at least one year, and better four years of technical agriculture, taught from the standpoint of the farm—that is, for the purpose of making farmers; to be accompanied by such collateral instruction in the arts and sciences as shall pro-

vide a suitable course for such of its students as find their interests in the country and on the farm."

One of the greatest contributions which Dean Davenport has made to the cause of vocational education is his advocacy and leadership in the unity of vocational and general education. He has said with convincing logic:

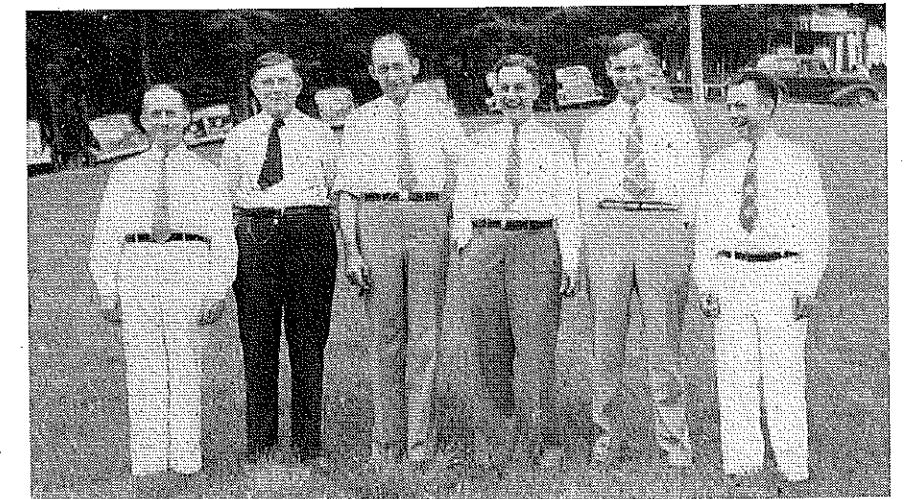
"I can see no good and sufficient reason why a system aiming at a particular kind of efficiency should be cut off and separated from other systems aiming at other forms of efficiency, particularly when human life is enriched in proportion to its capacity for achievement and enjoyment."

This philosophy of the unity of education as advocated by Dean Davenport has had a determining influence upon the policies of vocational education, not only in the state of Illinois, but thruout the nation as a whole. His writings, public addresses, and private counsels have had much to do with the constructive and efficient programs of education in vocational agriculture.

Doctor Davenport remained in continuous service as Dean of the College of Agriculture at Illinois until his retirement, due to age, in 1922. His retirement, in many respects, has been an ideal one. He returned to the old home farm at Woodland, Michigan, where he modernized the home. He still lives as a country gentleman of the twentieth century, "one who works with his hands, enjoys the best things of civilization, and is a good citizen of the community"; and his community is America.

The old pioneer days are gone, with their roughness and their hardships, their incredible toil and their wild, half-savage romance. But the need for the pioneer virtues remains the same as ever.—Theodore Roosevelt.

Tennessee Twenty-Year Club



At a recent annual conference of teachers of vocational agriculture in Tennessee a Twenty-Year Club of seven members was organized. Six of the seven members shown above are, left to right: J. T. Lovell, a teacher of agriculture for 20 years at Cleveland, Tennessee, now at Mt. Pleasant; J. D. Cliett, who has taught agriculture 20 years at Tyner; G. E. Freeman, who taught at McLemoresville and is now state supervisor; D. M. Clements, who taught before the National Vocational Education Act was passed, who was state supervisor from 1919 to 1936, and who since that time has been Federal Agent for the Southern Region; C. E. Johnson of Trenton and Covington; and G. B. Thackston, who taught in three different counties and is now district supervisor of vocational agriculture. The seventh member of the club is Dr. N. E. Fitzgerald, head of the department of agricultural education at the

Supervised Practice

H. H. GIBSON

The Use of a School Farm as a Laboratory for Vocational Agriculture

H. K. DICKSON, Head, Agriculture Department,
Kern County Union High School, Bakersfield, California

WHEN classes in vocational agriculture begin to reach the size of 15 to 18 students per section, it becomes increasingly difficult for the teacher to use the neighborhood farms for the class laboratory. The friendly farm neighbor does not object to the agriculture class of



H. K. Dickson

8 to 10 boys and instructor using his dairy herd once in a while for class work, but when this same instructor brings over a number of sections of 15 or 20 boys each some farmers begin to wonder whether they should furnish a laboratory for the public school system. The visiting students do not help raise butterfat production on the farm visited. The farmer may not care to have his individual cows criticized by the sons of neighbors. Gradually he lets the teacher know that he would rather have him put off any additional visits indefinitely.

When taking large classes of students to a neighbor's farm, the teacher must avoid being too critical of the farmer's methods or equipment. After all, we are guests on his farm. He is only human, and does not care to be criticized too severely. His lack of equipment and poor management may be due to lack of proper financing and he is rather sensitive about this. One cannot talk to his class as freely as one would like for fear of hurting the feelings of his host.

Situations such as these caused the writer to feel that there was a need for a farm belonging to the department which could be used as a laboratory. Farm operation could thus be discussed freely and nobody's feelings would be hurt. A demonstration type of farm could be carried on which would show students just how various farm practices should be carried on for that community. Then, as the student became convinced that certain methods work best on the school farm, he would be very apt to put those methods into practice on his home project.

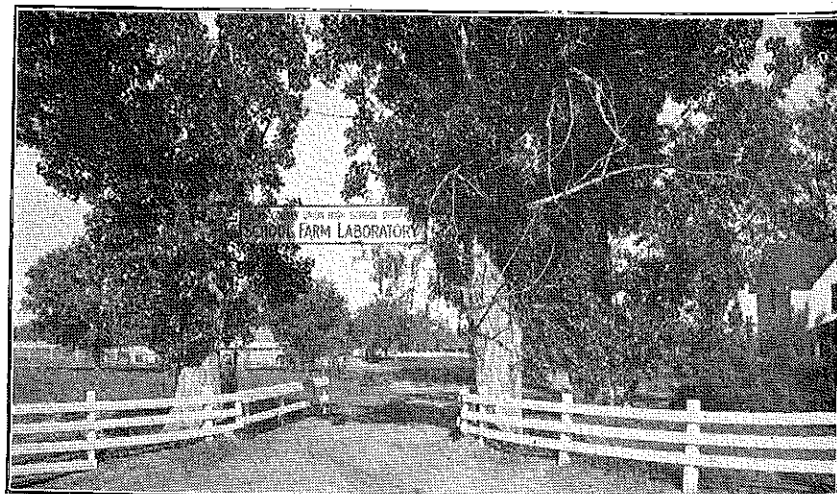
It is not easy to persuade a questioning school board to invest thirty to fifty thousand dollars in a school farm which it feels may be a constant bill of expense. In order to build up confidence of our school board we worked on the plan of asking for the rental of a 40-acre farm on a five-year lease; and then we proceeded to operate this 40-acre farm as a laboratory. It was our job to

Special Editor's Note: Since there seems to be considerable interest in the use of school farms or land in teaching vocational agriculture, this section would welcome additional contributions on this subject. Taken as a whole there have been perhaps more failures than successes in this form of teaching. What are the objectives? In what way does the school farm supplement the home farm and project facilities? Might the time and investment in school farms be used to a better advantage in developing efficiency or supervised practice on home farms? What are the cautions to observe and causes of failure?

It is generally recognized that H. K. Dickson has been highly successful in organizing and using the school farm for educational purposes in California.

make enough money from the general farm operations to carry the usual overhead costs. The disadvantage of the rented farm was that we could not make the type of improvements we would like to without running the risk of losing the capital investment. However, the rented farm did give good classroom material and did prove to the school board and superintendent that a school farm laboratory would bring in enough revenue to carry the general overhead expense. The main cost to a school for a farm should be the initial capital cost for farm buildings, stock, and the necessary equipment.

After five years' experience with the rented farm, our school board bought a 100-acre farm laboratory for us four years ago last spring. We have been operating this farm as a demonstration diversified farm, since we think that type best suited to this district. Our students use this farm for a laboratory and, as its location is three miles from the main high-school campus, we get



"After five years' experience with the rented farm, our school board bought a 100-acre

transportation back and forth in a school bus. Most of our boys have an opportunity to be on the school farm twice each week for a two-hour period. We find that the school farm laboratory is a very important supplement to our agriculture class work and to our Future Farmer home project program.

Uses Made of the Laboratory Farm

We use the school farm laboratory as a holding place for any livestock being bought for resale to Future Farmers for home project work. For instance, when we buy a carload of feeder steers, they are taken to the school farm and held there in our feeding pens for two weeks to a month while they are being ear-tagged and resold to Future Farmers. We have a ten-ton wagon scale at the laboratory so that all stock coming in can be weighed and all stock going out can be weighed right at the farm. We find it very important to have a holding place from which our boys may buy stock and to which boys may bring young bulls or other breeding animals that they have for sale. It is easier for a buyer to come to a school farm laboratory and see three or four bulls on pasture, making a choice between them, than it is to go to various boys' places, particularly when these boys may be scattered some 20 to 30 miles apart. In some cases we charge boys a daily flat rate for boarding their stock. In other cases, as with steers, we weigh them in and charge the boys a flat rate for every pound of gain, being sure to charge enough so there is some profit to the school for furnishing this service.

Our school farm has a very fine herd of purebred Guernsey and Holstein cattle. We make it a business to use this herd as a source of heifer calves for boys in our Future Farmer program. As these cows are either on county cow-testing work or official testing, each cow has built up a history for herself in our herd. When a boy buys a heifer calf from any cow he has the benefit of her

past records and knows about the quality of calf he is getting. The dairymen of Kern County buy their herd sires from the school farm in the same way. Thus, this dairy herd acts as the source of supply for breeding stock for both boys and men in Kern County.

As we run a diversified stock farm, we try to demonstrate the advisability of growing most of our roughage and part of our grain on this farm. Each fall we feed out 30 to 50 beef steers using home-grown feeds as a demonstration of the economy of selling the home-grown feed thru the fat steer. We have installed the program of using a trench silo for conserving Indian corn silage at the lowest cost and making it possible to carry more steers and more dairy cattle this way. We have started a program of permanent pastures for Kern County and have demonstrated the value of these pastures over the older method of planting most of the land to alfalfa, cutting and feeding dry alfalfa hay. These are examples of the use of the school farm laboratory for both class and community work.

In the agriculture department of the Bakersfield High School we have some 300 boys, about one-fourth of whom live either in the oil fields or in city homes. Obviously these boys do not have an opportunity to have a satisfactory home project. In order to improve our agricultural education we give these boys an opportunity to work at the school farm laboratory either during the school year or during vacation and pay them in terms of school credit. A boy receives $\frac{1}{4}$ unit of school credit for ten days work on any particular type of farm project. For instance, if he works ten days in the hay field, cutting, raking, and stacking hay he gets $\frac{1}{4}$ unit of school credit; or if he works ten days driving tractor he gets the same amount of credit; or ten days with a team of horses he gets $\frac{1}{4}$ unit of school credit. We do not have any student-owned stock at the school farm as we find it would be very hard for a boy living in the city or oil fields to take care of his project there properly. All of our Future Farmer home project work is carried on at the boys' own farm homes. Our city boys, then, are given an opportunity to work at the farm for school credit but not to own projects at the farm.

During this last year our F. F. A. chapter has rented 25 acres of land near Bakersfield. Part of it is planted to alfalfa and part to permanent pasture. The chapter then accepts beef steers from city boys who wish to carry a project in beef feeding and puts them on this pasture and alfalfa hay program. The chapter charges each boy a flat rate per month for each steer. This program helps to give a few city boys a chance to own steers on a co-operatively owned and rented pasture, and will give them some extra experience. This is not a part of our school farm laboratory project but could be if the laboratory were larger.

Another School Farm

In connection with our Kern County High-School district, we have three branch schools. One is located near the town of Shafter, 20 miles northwest of Bakersfield. Here we have a high school with about 100 boys enrolled in agriculture.

depended upon the community and Future Farmer projects for their laboratory work. Since we are so well pleased with the school farm idea at Bakersfield the school board arranged to buy 25 acres beside the Shafter High School and has turned the land over to the agriculture department in that school, to be operated as a school farm laboratory. During the last year this agriculture department, under the leadership of Mr. Glenn Nay, has developed a very fine school farm. It has particular value as a laboratory since it joins the present high school, and boys can do work on the school farm and finish their classroom work without depending on bus service with loss of time in transit. Since farmers in the Shafter Community are particularly interested in growing potatoes, onions, alfalfa, cotton, and similar field crops, the school farm there works with the vegetable and field crop program rather than with a livestock program. However, the department has built a set of corrals with feeding sheds, and does carry on demonstrations in using hogs on alfalfa pasture; and a demonstration in the feeding of beef cattle on alfalfa hay, cottonseed meal, and a grain mixture. From a location point of view the school farm at Shafter is ideally situated and is greatly benefiting that department.



Studying horse husbandry on the school farm

It is quite evident that in the management of school farms, districts must agree to turn the job over to one capable person and allow that individual to have full authority in operating the farm. Since many people have been born and raised on farms, and this condition is particularly true of our taxpayers, almost all of them do have an idea as to how they think a farm should be run. It is evident that each school farm laboratory should have a basic set of principles which it should use in operating the laboratory. These principles should be agreed upon by the management and then adhered to over a period of years. A school farm which has many bosses probably would not be successful. Very probably, school farms should be demonstrative in character and not depend too much on student labor. Students are interested in the work at the school farm so long as it is educational. They cannot be expected to do routine work after it is past the educational stage for them. However, some one must do the routine work in order for the farm to go on successfully. This means that a satisfactory school farm must have a corps of permanent men who will do the regular farm work when and as it ought to be done.

The buildings and equipment at the school farm should probably be of the type that any farmer in the district could afford to own. The erection of too

Why a School Farm?

LIONEL E. CROSS, Teacher,
Fortuna Union High School,
Fortuna, California

THERE has been much said both for and against school farms. A very important factor in deciding whether a school farm is desirable is the individual likes and dislikes of the instructor concerned. In our experience at the Fortuna Union High School a school farm has been one means to an end.

First of all, let us look at the objectives for the student which might demand or justify such a farm. Referring to *Objectives for Agriculture*, as adopted by the agricultural division of the Iowa State College in 1933*, we find one of the objectives to be: "To obtain effective group action thru organization." Another one is: "To obtain efficient management and production methods." Looking thru the original objectives of the Smith-Hughes act we find the basic ideal to be to provide training for present and future farmers. We might list many objectives, but for our purpose we will simply consider those which have been listed.

A summary of the history of our agricultural department may give an idea of just how these objectives fit in with the general scheme of things. During the early years of the Smith-Hughes program this department was, as were many others, conducted on a regular classroom and project-at-home basis. In 1929 Mr. George Jenner, then director of agriculture, started to bring about more diversification in the farming of the community. Approximately 90 percent of all income from local farms at that time was from dairying. The depression, coming as it did a few years later, proved the wisdom of more diversified farming.

With the idea in mind of finding a suitable crop for this area the local F. F. A. started the production of certified seed potatoes. Many farmers rather frowned on the idea, and it was with difficulty that boys secured plots on their home farms. Then, too, the specialized type of machinery needed for harvesting and planting made the widely scattered plots rather difficult to handle. After a few years it became evident that the certified seed production could be carried on with much more ease on larger plots. The net result was that the boys as a group rented plots varying in size from 10 to 50 acres for crop purposes. Supervising projects, demonstrating roguing and fertilizing practices, and practically every other operation was simplified by having the potato projects centralized. This, of course, did not entirely eliminate having boys carry potato projects at home. However, it did result in securing better land and, consequently, larger yields and a much better-quality product.

With an excellent market for a superior product the boys soon found it difficult to secure enough machinery and equipment to handle their crop at the proper time. They were paying out several hundred dollars each year for hired equipment and had nothing to show for it at the end of the year. With a taste of success they ventured on and bought a tractor, plow, harrow, disc, potato planter, and digger. This equipment was charged for on a per-acre basis

adults in the community. We need not go thru all the details of financing the equipment, but need simply say that the first equipment has been paid for, and newer and more up-to-date equipment has been secured to replace it.

The next step in the development of this group was the establishment of a co-operative to handle the marketing of their product. This step proved to be one of the most valuable in the entire development of the program, and today practically all potatoes grown by any member of the chapter are marketed thru the potato co-operative. During the past year orders were nearly double the quantity which the co-operative was able to supply.

Each year the F. F. A. chapter rents a farm or farms varying in size from 15 to 50 acres and carries on a regular farming program. Experience in managing the crops is gained, crops are planned according to proper sequence, and plans may be made which do not interfere with the plans of the boys' parents on their home farms.

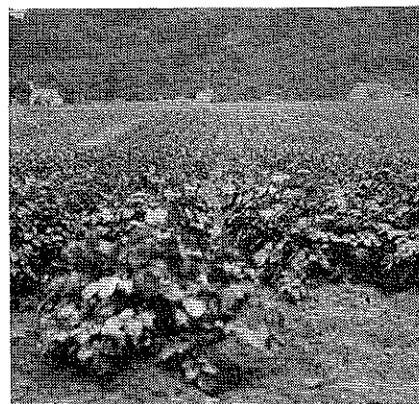
Potatoes have not been the only crop grown by the group. Grain has been grown, and thru the co-operation of one of the dads a threshing machine was secured and operated entirely by the boys. Beans of various types, sweet corn, and several other crops have added to the diversification.



"There is liability to be considered in teaching tractor operation"

Thus far the group has rented different farms from year to year. Consequently a complete farming program could not be carried on as successfully as would have been the case had one farm been owned or rented for a long period. Certified potatoes could not be grown, however, on the same farm or on the same land year after year. Hence it would be necessary to rent a large farm in order to keep up with the land requirements of the certified potato group. A farm that was owned by the district would be preferable. Experiments could be carried on which would add materially to the entire community. For instance, in a state as diversified as California with many different types of soils and climates, it is impossible to have all the experimental data necessary for each locality. A school farm could be used for the material benefit of the entire community from an experimental standpoint as well as for a laboratory for vocational agriculture students.

side of the picture, let us look at some of the difficulties we have encountered which might discourage the idea of a school farm. First of all, a school farm adds considerably to the responsibility of the instructors. People in the community expect better crops and better livestock on such a place. Hence, if one is already loaded with more work than can be done, it would be poor policy to add to the burden a school farm. This objection can probably be overcome if one continually considers such a farm as a laboratory. We have laboratories for science students, hospitals for internes, apprenticeships for industrial workers. Why not a school farm or laboratory to train farmers?



"A school farm could be used for the mutual benefit of the entire community"

A third objection may be that one is under considerable liability in training boys to operate farm machinery and do other farm jobs in which there is a certain element of danger. There is liability which must be considered in teaching tractor operation, in teaching boys to operate and maintain a threshing machine, and in other similar operations. The final analysis brings us to the point of asking whether the results justify the additional responsibility. Thus far we have had no major catastrophes in operating F. F. A. or school farms. Whether this achievement is due to luck or some other cause we could not say. Boys, as beginners, are given instructions in safety, and older boys serve as tutors in many cases. The more difficult jobs are given to the more experienced operators.

In conclusion, let us refer back to our original objectives. First: "To obtain effective group action thru organization." Excellent group action has been secured thru use of Future Farmer, or school farms. Co-operative ideals have been instilled in boys which should be of lasting benefit, not only to them, but to the community in which they live. Perhaps this objective might be achieved in a variety of other ways, but we have found this to be one very effective means to an end.

Objective number two: "To obtain efficient management and production methods." After explaining the working of our organization we might add that over 90 percent of all the certified seed which is now being grown in this county comes from the seed stock of the local chapter. We might further add that methods of treating seed, cutting, planting, fertilizing, and many other practices which are being followed were in-

Objective number three: "To train present and future farmers." How better can we train boys in the process of learning to be farmers than by giving them an opportunity to plan, to operate, and manage a farm on which they can see their ideas actually carried out? Many mistakes have been made, but it is only by definitely measuring these mistakes that progress can be achieved.

Credit for the pioneering work which has been done in this field in this school goes to Mr. George Jenner, who was for ten years director of the department and now holds a similar position in the Santa Maria department in southern California.

Needless to say, we in this school are sold on the school farm idea. Others may or may not be, but time alone will reveal the possibilities of school farms.

*A Statement of Objectives for Agriculture, Ames, Iowa; Iowa State College, 1933.

New Farmers of America

J. V. ANKENY, Teacher Education,
Hampton, Virginia

THE New Farmers of America is the national organization of Negro farm boys studying vocational agriculture in the public schools thruout the United States. Organized 12 years ago, with a few chapters and members, it has expanded until now it numbers some 800 chapters and over 20,000 active members.

The New Farmers of America is a non-profit corporation, which has for its purpose the development of its members in their vocational, social, and recreational life thru its established local chapters where vocational agriculture is taught.

This organization affords its members an excellent opportunity to develop a type of leadership which is very essential for the modern successful farmer. This leadership ability is developed thru judging, public speaking, chapter contests, and from the training received thru the work of the chapter committees under the supervision of the local advisor.

History of the New Farmers of America

The New Farmers of America had its beginning in Virginia during the winter of 1926-27, with the organization of the New Farmers of Virginia at Petersburg. This organization was begun at the suggestion of Dr. H. O. Sargent, then agent for Negro education in the Office of Education at Washington, who believed that the time was ripe for an organization of Negro agricultural students similar to the Future Farmers of Virginia. G. W. Owens, Teacher-Trainer of Virginia State College, wrote a constitution and by-laws for the organization, which in the beginning was composed of eighteen local chapters with about 400 members. Other chapters rapidly followed. In April, 1927, the New Farmers of Virginia chapters held their first State meeting and rally at Virginia State College, Petersburg.

In the meantime, other states, stimulated by Dr. Sargent's advocacy of an organization for Negro agricultural stu-

similar groups, and were supplied with details concerning the New Farmers of Virginia as well as with copies of its constitution and by-laws. In a few years most of the southern states had set up local chapters and state associations. At this stage of development each state maintained a separate and distinct organization.

The first sectional group meeting was held at Virginia State College in 1928. At this meeting the Eastern Sectional Organization was formed, consisting of North Carolina, South Carolina, and Virginia. Later Maryland, West Virginia, and New Jersey were added. A year or so later, the Almot Sectional Organization was formed consisting of Arkansas, Louisiana, Mississippi, Oklahoma, and Texas. Shortly following the Almot organization, the Southern Sectional Organization was planned, consisting of Alabama, Georgia, Florida, and Tennessee. The sectional organizations held their annual meetings in the various states of their section from 1928 until 1935. During these years, the New Farmers organization was known only by the name of each respective state, for example: N. F. F. designated the "New Farmers of Florida" and N. F. T. meant the "New Farmers of Tennessee." All other states were similarly designated.

During these years the idea of a National organization of New Farmers of America had been growing. At the Or-

Creed of the New Farmers of America

I believe in the dignity of farm work and that I shall prosper in proportion as I learn to put knowledge and skill into the occupations of farming.

I believe that the farm boy who learns to produce better crops and better livestock, who learns to improve and beautify his home surroundings will find joy and success in meeting the challenging situations as they arise in his daily living.

I believe that rural organizations should develop their leaders from within; that the boys in the rural communities should look forward to positions of leadership in the civic, social and public life surrounding them.

I believe that the life of service is the life that counts; that happiness endures to mankind when it comes from having helped lift the burdens of others.

I believe in the practice of co-operation in agriculture; that it will aid in bringing to the man lowest down a wealth of giving as well as receiving.

I believe that each farm boy bears the responsibility for finding and developing his talents to the end that the life of his people may thereby be enriched so that happiness and contentment will come to all.

angeburg meeting of the advisors of the Eastern Section in 1929 the consensus of opinion of representatives from Florida, Georgia, Alabama, North Carolina, South Carolina, New Jersey, West Virginia, and Virginia was that a national organization was not only feasible, but highly desirable and necessary for securing the best results in the state associations and promoting vocational agriculture in the Negro schools thruout the southland. A committee was appointed to submit recommendations at the next sectional meetings for the proposed organization, and also to design appropriate pins, medals, and keys. At the sectional meeting in Washington, D. C., in 1931, reports favorable to having a national organization were discussed and adopted. Meanwhile, the Almot and Southern Organizations also felt that such an organization was desirable. Early in 1935, the late Dr. H. O. Sargent, Federal Agent for Agricultural

N. F. A. in Annual Convention

S. B. SIMMONS, Executive-Secretary,
Greensboro, North Carolina

THE FIFTH National Convention of New Farmers of America was held at Bordertown, New Jersey, August 6-9. There were about 1000 members, teachers, and friends attending the four-day session. The first annual convention took place at Tuskegee Institute, Alabama, in 1935, and since that time the membership has grown to 53,000.

The annual judging contest was won by the farm boys from Arkansas. The quartette singing contest was won by the singers from Ocala, Florida. William Hopkins from Eastover, South Carolina, won the public speaking contest. His subject was "Do We Want To Be Farmers?" The Tennessee State Association received the highest score in all convention activities.

The meeting was presided over by National President Lester Albert of Delray Beach, Florida. Guest speakers were Walter White, Secretary of the National Association for the Advancement of Colored People; Miss Francis L. Murphy of the *Afro-American*, Baltimore, Maryland; Claude A. Barnett, Director of the Associated Negro Press, Chicago; Dr. John C. Wright,

Education, made arrangements to hold the first national meeting of New Farmers of America at Tuskegee Institute, Alabama. In August of the same year, representatives from all the southern state associations met and formed the National organization of New Farmers of America with a tentative constitution and by-laws.

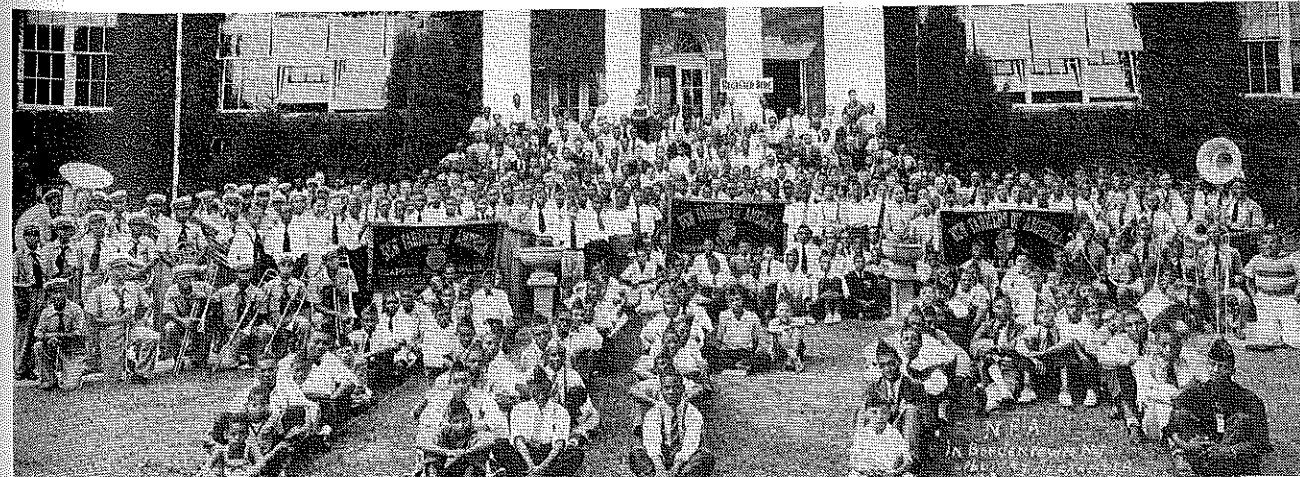
In 1936, the National organization held its second meeting at Hampton Institute, Virginia, when the tentative constitution and by-laws, with certain modifications and changes, were formally adopted.

The National organization has become an important factor in the development of the New Farmers of America. It has added dignity and pride to the organization. It is stimulating for a New Farmer to know that he is a part of a great National organization that is made up of similar groups of agricultural students from the other states.

U. S. Assistant Commissioner in charge of Vocational Education, Washington, D. C.; and W. R. Valentine, Principal of the Manual Training School, Bordertown, New Jersey, who presented the awards. Mrs. Charles F. Milner, daughter of the late Dr. H. C. Sargent, presented a plaque given by her family in honor of Dr. Sargent, who for 19 years was in charge of Negro vocational agriculture.

The newly elected officers are Jethro Hill, president, Arkansas; J. W. Smith, Texas; Ferdinand Holmes, Tennessee, and Johnson Maner, South Carolina, vice-presidents; Clinton Woodard, Louisiana, secretary; Isaac N. Coggs, Oklahoma, treasurer; and Clinton Cunningham, Alabama, reporter. The sixth annual convention will be held at Pine Bluff, Arkansas.

The convention closed with several programs at the World's Fair, New York City. At 12:30 the organization broadcast over a nationwide network. Dr. C. C. Spaulding, President of the North Carolina Mutual Life Insurance Company, Durham, N. C., presented J. W. Smith of Texas a \$100 check from his company as a prize for being the ranking Superior Farmer for 1939. The North Carolina N. F. A. Band gave a concert at the Court of Peace and the Snow Hill Institute N. F. A. Band of Alabama played at the Equitable's Garden of Security.



New Farmers of America in Annual Convention at Bordertown, New Jersey

V. G. MARTIN Farmer Classes J. B. McCLELLAND

Young Farmer and Home Economics Groups Co-operate

RALPH E. BENDER, Teacher Education,
Ohio State University¹



Ralph Bender

ACCORDING to the preliminary report of a special committee on objectives for vocational agriculture: "The primary aim of vocational education in agriculture is to train present and prospective farmers for proficiency in farming in keeping with the ideals of democracy."²

Proficiency in farming is, to a large extent, due to the use of good practices. Practices are adopted and used as a result of making decisions. Usually good decisions are made as a result of a careful study of the factors and facts pertaining to the problem. Surely this is the place for the teacher of vocational agriculture to render assistance by teaching the young farmer to solve his problems correctly and to make good decisions. This teaching may be in the form of systematic instruction for a group of young men, or it may be done in a supervisory visit to the young man's farm.

Regardless of the method or place of teaching, the success of the teaching of any course can be measured best by the changes that occur. We are on a vocational basis only to the extent that changes of economic value are made.

Young Farmers Increase Their Proficiency

During the past school year a course in "Problems in Livestock Feeding" was given in the Canal Winchester (Ohio) community with 24 young farmers enrolled. Dairying and swine production are the major sources of farm income in this community. Practically all of the young men had graduated from high school and about 50 percent had a four-year course in vocational agriculture.

A year ago this group devoted several class sessions to the problem of getting established in farming and most of them are working definitely toward this goal. Many of the young men feel that their best opportunity for becoming established in farming, either on the home farm or on another farm, will come about thru their efforts in developing and improving certain farm enterprises which will enable them to earn some money, and to demonstrate their ability to farm profitably. These young men had a financial interest this past year in 51 dairy cattle, 186 hogs, 153 sheep, 550 poultry, 5100 bushels of corn, and 200 bushels of wheat.

Every effort was made to base the course of instruction upon the immediate problems and interests of the young men. Twelve class sessions were held, the discussion continuing from 90 to 120 minutes at each session. As a result of the group and individual instruction and supervision of home feeding programs, 16 young men have indicated that they are making approximately 80 changes in the practices followed. This number of young men represents all of the men who had managerial responsibility. The other men are employed as hired men on farms or in a few cases are working in town at the present time.

Seven men are making changes in the dairy cattle enterprise such as feeding a balanced ration, feeding according to production, and using a light, laxative feed in the ration before and after calving. Twelve men are improving feeding and sanitation practices in the swine enterprise. Fourteen are making other general changes in the livestock feeding program including such things as increasing the acreage of legumes, cutting hay earlier in order to improve the quality, liming and fertilizing pastures.

Learning to Live in a Democracy

The last part of the primary aim of vocational agriculture, as stated by the special committee was, "... to train ... for proficiency in farming in keeping with the ideals of democracy." According to John Dewey³:

"Democracy means voluntary choice, based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which co-operation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming."

Education for proficiency in farming in keeping with the ideals of democracy must include more than just the development of vocational abilities. It embraces instruction in farming as a business as it is related to other industries; it involves an understanding of national and international problems as they affect agriculture; and it includes an understanding of the significant relationships of the farm home as well as the relationship of civic and public institutions to the business of farming. The individual must be able and willing to co-operate with others for the best interests of all.

The instructor in agriculture should not be expected to assume the entire

responsibility for the social development of young farmers. However, every teacher should recognize that vocational proficiency in its broadest sense includes this wider proficiency in democratic living. Young men on farms have a great many social and civic problems. Many of these problems can be discussed and analyzed with the help of the agricultural instructor better than anyone else. In other cases the teacher can integrate his efforts with those of other persons or organizations interested in serving rural youth.

The Home Economics Group Co-operates in Social and Civic Activities

In the Canal Winchester community, we have a co-operative program designed to meet social and civic objectives. The young farmers meet frequently with a group of out-of-school girls who are enrolled in a part-time class taught by the teacher of home economics. This combined group, which is organized as a community club, meets once every two weeks during the school year for the purpose of discussing problems of mutual interest. A topical outline of their joint educational program for the current year is as follows:

1. Planning our program for the year
2. Personality—its meaning and importance
3. Developing personality
4. The place for morals in personality
5. Making a self-analysis
6. Expressing ourselves in play
7. Governmental problems—international
8. Governmental problems—national
9. Our judicial system
10. Returns from our taxes
11. A conservation program
12. Problems in education

Last year, the first year of the organization, the group discussed such topics as health, preparation for marriage, and furnishing a home. The nature of the discussion and the manner in which it is conducted is determined by the club. The teacher of home economics, the teacher of agriculture, outside speakers, panel discussions, and members of the organization have all been used during the year.

The Community Club is definitely organized with its own constitution and program of work. A social and recreational program consisting of folk dancing, party games, cards, or volley ball was conducted in the gymnasium after each group discussion. Two roller skating parties and a dance were sponsored for the public by the group. In order to finance the organization a 3-act play was presented. Last year a portion of the proceeds from the play was donated by the group to assist with the Farmers' Institute—a definite contribution to a community activity. Other activities consisted of a rabbit supper, Christmas party, and exchange visits with two other neighboring groups. During the summer months the organization meets once each month for the purpose of conducting tours and having picnics.

The value of such an organization and program lies in the fact that all members, both men and women, participate;

conduct their own program; and they are learning to live and work together. It would seem that such values added to vocational abilities would be a step toward the aim of attaining proficiency in farming in keeping with the democratic ideal.

¹ Mr. Bender is Supervising Teacher in Charge of the Canal Winchester, Ohio, Practice Center.

² "Objectives in Vocational Agriculture," mimeographed Preliminary Report of Special Committee, V. G. Martin, Agricultural Education Department, Mississippi State College, May, 1938.

³ John Dewey, "Education and Social Change," *Social Frontier*, Vol. 3, May, 1937.

An Evening School in Group Leadership

W. S. CARPENTER, Teacher,
Grants Pass, Oregon

ALTHO I have conducted quite a number of evening schools and one part-time school, there is one that I probably enjoyed more than any other. This was an evening school in group leadership.

Most of the people who came to the meetings regularly were newly-elected Grange officers. These officers represented several different communities and made a fine group with which to work.

Ten meetings were held, with a total enrollment of 23 people and an average attendance of 16 or 17. The meetings were started at about the same time the new officers were installed. This found them at a time when they felt the need.

Much time was spent in conference discussions about tactful use of parliamentary rules, securing good parliamentary form by example, and how to control discussion. This feature of the school made it actually a group leadership school and not merely a parliamentary school.

If I were to make suggestions to anyone on how to conduct such a school, they would be about as follows:

1. Keep the first meeting carefully in hand on something very simple like "how to address the chair and make a motion." Any complicated parliamentary maneuvers will confuse and discourage many of them.
2. Short, well-planned demonstrations of such things as substitute motions, withdrawal of a motion, etc. by F. F. A. members are a very good business in several ways. They are good for the boys, lively and interesting for the spectators. They admire the ease and skill the boys show and it makes them more enthusiastic.
3. Present a little new material each time, but always review previous work.
4. Get the more aggressive members to take the office of "acting chairman" about the second meeting.
5. A little later on, divide the members into two groups, putting the quiet, retiring people in a section by themselves where they will take part, enjoy acting as chairmen, and gain confidence. If this is not done they are apt to become discouraged and drop out.
6. Have every member occasionally act as chairman. While they may protest a little, this is really the thing that they all want. They will be dis-

appointed if a way is not found so that they can do so.

7. If at any time there is evidence of monotony or discouragement, that can be quickly remedied in several ways. A majority-minority contest will help; or the introduction of a controversial topic with an able "acting-chairman" in charge will bring the group to life and put a new face on the situation very quickly. My experience was that these Grange officers were very eager to dig right into the more difficult phases of parliamentary usage in a real effort to secure some mastery.

8. Any school of this kind is sure to bring a request for a reference text of some kind. That is the time *NOT* to recommend "Robert's Rules of Order." It is a standard authority, to be sure, just like an encyclopedia, but of no value to anyone except a real student of parliamentary procedure. From my own experience, I have found a good book for reference is "Senior Manual for Group Leadership," by O. Garfield Jones.

Steps in Promoting an Evening School

HOWARD DOSCH, Instructor,
Blue River, Wisconsin

BLUE RIVER has a population of about 350 inhabitants and is the center of a fair farming community. Located on the banks of the Wisconsin River, it has an area around it which is poor farming land, mostly sand. Farther away, on the ridges and in the valleys of this non-glaciated area of Wisconsin, is good farming land.

Farming in this community is somewhat diversified, altho dairying is of major importance. This affords an excellent opportunity to offer instruction in many different phases of farming in adult evening classes.

An evening school, like any other undertaking, must be carefully planned if it is to be a success. When I first came to Blue River in the summer of 1937 to start a new department, very careful plans for organizing an evening school were made. These original plans worked so well that they have been followed ever since. A brief discussion of these plans follows.

The first step in this plan is to go out among the farmers to get acquainted with them, and to discuss their problems and "feel out" their reaction to evening schools (there had been no evening schools in this community before). After leaving each farm, I stop my car and write down points of interest and problems we have discussed. (These notes are later used when writing a letter to the farmer asking him to attend evening school. This helps to make the letter friendly and personal.)

STEP No. 2 of this plan is to get the co-operation of the teacher of home economics, persuading her to hold her evening classes on the same night as the agricultural meetings are held. This plan benefits both the agricultural and home economics teacher because farm women, as a rule, will not turn out to these meetings unless their husbands can come along to drive the car; and

very often farm women have a lot to do with influencing their husbands to attend. This plan is also beneficial to the farm families themselves in that they have to make only one trip per week.

After arranging a schedule for classes and determining the date of the first meeting, the third step in this plan is ready to be performed. This step consists of writing a personal letter to each farmer, reminding him of the previous interview and the problems that were discussed. Of course, the primary purpose of this letter is to invite him to that first important meeting, as his help is needed in selecting the subject matter to be taught in that evening school. The postscript of this letter is used to mention the fact that the instruction is free to interested farmers and suggests that they bring a friend. (In response to the letters sent out the first year, 37 out of 40 were answered, expressing their desire for such a class, and their intention of coming to the first meeting.)

THE first year, the first meeting was used to select the subject to be taken up, determine the number of meetings, and answer any questions that might arise. I gave a brief talk on the purpose of evening schools, explaining to the farmers that I, like most teachers of vocational agriculture, was born and raised on a farm but spent most of my life in school. Therefore I have had some technical training and have studied improved practices carried out by the agricultural colleges. They, on the other hand, have had more practical experience in farming. I pointed out that our association with each other in discussing these problems would make us both better fitted for our line of work.

The next step in this plan is to have the home economics teacher group the women into committees of three to prepare a lunch at the different meetings for both men and women.

The regular meetings are called promptly at 8 o'clock and I give a talk which lasts for about an hour. From 9 to 9:30 they discuss the subject with me and with each other. At 9:30 lunch is served, and much discussion goes on during that time. These meetings usually break up around 11:30.

The value and importance of these meetings can be measured to a great degree by the response of these men and women and by their attendance.

The first evening school that was sponsored by the department had an average attendance of 19.6 adults for 15 meetings. The lowest attendance at any one meeting was 13 and the greatest number was 73. Sometimes an outside speaker, such as the county agent or a specialist from the university is scheduled on the program. This gives variety to the classes and keeps these adults interested.

The second evening school has had a better attendance than the first one. The lowest number of adults at any one meeting this year was 15 (a stormy night) and the highest number was 250. Evening schools such as these two owe their success to careful planning and full co-operation of the teacher of home economics.

The ablest men in all the walks of modern life are men of faith. Most of them have much more faith than they themselves realize.—Bruce Barton.

Farm Mechanics

L. B. POLLOM

Preparation of Teachers for Farm Mechanics

M. R. WILSON, Department of Shop Practice, Kansas State College, Manhattan

A teacher-training institution may be compared to a manufacturing plant and has similar problems. The end product of a manufacturing plant depends to a considerable extent upon the plant facilities, the personnel, and the raw product. One of the first questions we might ask in the preparation of teachers is this: "Are the plant and equipment adequate for the proper training of these men?"



M. R. Wilson

The plant and equipment should be adequate, if properly organized, as this training is carried on in our A. & M. colleges in most, if not all cases. And they pride themselves upon being adequately equipped to train teachers for this work. If they are not, it is the duty of the state director and the state supervisor of vocational agriculture to call attention to the inadequacy and to cooperate in seeing that the proper housing facilities and equipment are made available for this training. Colleges of agriculture and mechanic arts should be very much interested in giving these trainees the proper housing and equipment for their training, as every vocational agriculture teacher while in training represents a potential high-school group of from 20 to 60 students besides the contacts of the out-of-school group, the night-school group, and the parent contacts. The teacher of agriculture is one of the best missionaries the A. & M. college has, and it behooves institutions to see to it that the proper housing facilities and equipment are provided for them while in training.

In every college that professes to prepare teachers for farm mechanics, there should be provided a good-sized departmentalized shop room and classroom with the necessary equipment for the teaching of farm mechanics skills. This training is of sufficient importance to command adequate housing, and the farm shop room and classroom should be fitted as representative of the plan to be carried out in the high-school shops in regard to organization, tool cabinets, departments, equipment, and library.

What is to be said of the personnel that is to train teachers in their farm mechanics technical and professional skills? The first requisite should be a sympathetic attitude on the part of the instructors toward the men in training and toward the type of work the men are being trained to perform. In a number of cases, these trainees are taught by

instructors of agricultural or mechanical engineering in classes that also enroll embryo engineers, and the pattern of the course is cut for the engineers. Doubtless these engineering courses are of some value to prospective teachers, but these trainees do not get much sympathy from the members of the engineering faculty.

It would appear to be advisable to have one man in each of these institutions to head up the training in farm mechanics and to teach a few of the courses necessary to prepare the men to be good teachers of farm shop. His main interest should be to see that trainees acquire the necessary skills, organizing ability, and confidence in themselves to put on a good shop program. This man may be an agricultural engineer, but if so, he should be relieved of the responsibility of training engineers and his whole attention given to the field of farm mechanics. The program in vocational agriculture is large enough and of sufficient importance to warrant adequate training personnel.

The raw product, of course, is that group of men taking courses in agriculture who have signified their intention of becoming teachers of agriculture, or, as in the case of a couple states, other shop teachers who will take over the farm mechanics program in the high schools.

For my part, I will select men to teach farm mechanics who have been reared on a farm, who worked on a farm, and who know the farmer's shop problems. A man who has worked for some time as a mechanic in a small town and who has to deal exclusively with farmers and farm mechanics problems can be trained to be a successful farm mechanics teacher.

In every group of prospective teachers of vocational agriculture who go thru the training courses, one will find a few who are outstanding in mechanical aptitude and ability. These are the men who might be selected for those places where it is necessary to have a separate shop teacher who must work with the vocational agriculture teacher.

Present Training in Farm Mechanics Inadequate

Let us consider the men coming thru the A. & M. colleges with the intention of becoming teachers of vocational agriculture, who will need to teach farm mechanics as a part of their work. These men are required to have approximately 130 semester hours credit for graduation and are expected to spend considerable time teaching farm mechanics.

A large percent of these men have the capacity to be trained for farm mechan-

ics instruction as well as agriculture instruction. They are eager to learn this phase of the work as they realize its importance, especially in the middle west where every farmer has such a large investment in equipment. If a man is qualified to be trained as a teacher of vocational agriculture, he is qualified to be trained to handle the farm mechanics part of the work.

The colleges are sadly deficient in the amount of shop training required of the prospective farm mechanics teacher. The time is not properly equalized. A man must have the necessary skills and be able to use his head to be a successful farm mechanics teacher. We are not fair to the men. We don't give them enough shop work while in school. A requirement of only three semester credit hours is absurd. Eighteen semester credit hours are all too few. Twenty-five would be much better. But only a certain number of credit hours can be crowded into a four-year course. Oregon State College suggests that the men who expect to be vocational agriculture teachers spend an extra year in college, making five years in all, so that they can get the additional teaching vocational agriculture and farm mechanics. If the salary for these teachers would be proportionate to the time spent in school, this plan would be fine. As it now stands, we are not justified in asking a man to spend five years in training.

As I view this whole program of vocational agriculture from a national standpoint, I feel that some re-adjustment is necessary and that more time should be given to farm mechanics training during the time the teacher is in college. After all, the cost of equipment, repairs, cost of trade-ins, and length of time equipment can be used, depending upon the care given to it, are all factors that materially affect the profit or loss of the average farm.

In our state (Kansas) which I believe ranks well in the number of credits required of each prospective vocational agriculture teacher in farm mechanics, the following farm mechanics and agricultural engineering subjects are required:

Gas engines and tractors	3	Sem.	Hrs.	Cr.
Farm buildings	3	"	"	"
Farm machinery	3	"	"	"
Farm carpentry	3	"	"	"
Farm blacksmithing I	1	"	"	"
Farm blacksmithing II	1	"	"	"
Farm shop methods	3	"	"	"
Total	17			

Courses That Teachers of Farm Mechanics Need

Farm mechanics, to be worth while and to serve its purpose, must be practical and useful to the man for whom it is intended—the ultimate farmer. This one thing should be foremost in our thinking when courses are established or taken out of our training institutions.

A course in gas engines and tractors is required in 10 out of 13 teacher-training centers in the North Central area,

and ranges from one to three semester hours credit. This course is good, and in applying the yardstick previously mentioned, the only criticism of the course is that it is made for engineers and is not practical enough for the men in the field. The time is spent in many cases running horsepower tests and fuel tests on new tractors. Will a farmer ever do this? Experience tells that he will not. What will he need to know? He will need to know how to clean a carburetor, time a magneto, adjust bearings, grind valves, etc. Will he need to know how to overhaul a magneto or rebore a motor? No, these two jobs are for specialists, but he should know how to remove a magneto and take it to a specialist for repairs and then be able to get it back on the tractor or gas engine in the proper time so that the specialist will not need to make a trip to the farm to do the job. The same thing applies to reboring motors. The farmer should be able to disassemble the motor, take the block to a machinist for reboring, bring it home and put it together again so that it will give good service. Of course this means that he must have a good shop, but that is one of the main objectives of our farm mechanics program as taught to the future farmer.

Farm machinery as a course will need to be put on the same basis as the course on gas engines and tractors in order to get results for the farmer. The course in farm machinery as it is taught today is probably getting better results than the one on gas engines and tractors. In both of these courses, dealing with farm machinery and power equipment, the need for knowledge of assembly and disassembly of machinery parts is one of the weakest links in our chain. If any repair job is analyzed, it will usually be found that the job itself is rather insignificant. But the ability to get to the job and have the machine properly assembled for service is a factor that should be given more consideration.

Only two states out of 13 give no training in either farm buildings or farm carpentry. These courses are essential, but should be combined into a five- or six-semester credit course involving some drawing, some skill in blueprint reading, and considerable skill in hand tool manipulation, hand tool reconditioning, saw filing, rafter cutting, building, framing, etc. There is a definite need for farmers with ability along this line so that they can do a little repair work on the dilapidated buildings found on so many farms. Our trainees do not need much drawing, but a few of the essentials are necessary so they can read the blueprints available from our A. & M. colleges relative to shop projects.

FARM blacksmithing is one subject that is not receiving the attention it should have in the North Central area. Blacksmithing is one of the crafts in which a workman acquires much manipulative skill and a knowledge of metals. The man on the farm who can use a forge to advantage is the man who can get himself out of many difficult mechanical situations.

The time may soon come when it will be to our advantage to give these trainees a combination course of two semester credit hours in which half of the time will be given to farm blacksmithing and half of it to welding, either oxy-

acetylene or electric arc welding. If we can find the time, I would recommend a three-credit course in order to develop more dexterity and skill.

A course called "Farm Shop and Farm Shop Methods" is offered in nine out of 13 training institutions and ranges from one and one third to five semester credit hours. This course involves both technical and professional preparation of teachers for shop work. Five semester hours is not too much for this course, in which two hours should be given to the professional preparation of teachers and should be taught by a man who has had considerable experience in high-school shop teaching. Of course, in addition to this professional preparation, student teaching is required in most of the states, and a part of this time is usually given over to teaching farm mechanics. This should be included as a part of the professional preparation of teachers.

The farm shop laboratory work should and does involve the development of thinking and hand manipulative skill in those repair jobs common to the average farm, such as tool reconditioning, soldering, cold metal work, sheet metal work, babbitting, leather work, rope work, and many others. Out of all the skill courses offered, I would place this one first. This course should be offered in the senior year, and should carry a total of four semester credit hours.

ELECTRICITY is a problem which confronts our teachers nearly every day of their shop teaching in one form or another, and I fear they are inadequately equipped to cope with the situation. They meet with it in using motors, wiring for rural electrification, wind chargers, tractors, trucks, gasoline engines, etc. A course combining the elements of automotive electricity, electric motors, and house wiring, carrying two credits, would seem to be desirable. Such a course would help our trainees solve many problems in electricity that they meet on the job.

I have heard superintendents, principals, and teachers of vocational agriculture express themselves concerning the need for more motor mechanics training than is now given in our required courses in Kansas, and I believe the present gas engine and tractor course of three credits will need to be made into a practical, concrete motor mechanics course for these trainees, or a course of this nature added. The middle west, especially, needs a course of this type, and few states in the United States have such a course required of trainees.

The courses described, and which probably would be especially valuable for trainees in addition to supervised teaching, may be listed as follows:

Gas engines and tractors	3	Sem.	Cr.
Motor mechanics	2	"	"
Farm machinery	3	"	"
Farm buildings and farm carpentry	5	"	"
Farm blacksmithing	2	"	"
Farm shop	4	"	"
Farm shop methods	2	"	"
Practical electricity	2	"	"
Total	23		

This should be the minimum and could be expanded without running out of useful teaching material.

In case trainees do not have the opportunity in their courses in agriculture to get the necessary information and skill to carry on a soil conservation pro-

gram, a course should be added to give them enough skill in this work so that they can pass on to their students the desirable principles and practices of soil conservation.

In-Service Improvement Necessary

What opportunities do we have to improve teachers in service in farm mechanics work? In those states in which there is an awakening to the possibilities and need for farm mechanics instruction, this is an important issue. For men who have had no farm mechanics training whatsoever, there are three ways in which they can get this training. First, they might get a job in the summer in some small garage or machine shop or a combination garage, machine shop, and welding shop in a small town which is dealing exclusively in the repair of farmers' machinery and equipment. They might have to work without pay, but they will develop skill and an insight into farmers' mechanics problems. Second, they can get the necessary farm mechanics literature and in the school shop perfect their skill during the summer months. When they get into trouble, they can make friends with the local mechanics who usually will be glad to help them out. This method is not to be recommended unless the man has exceptional mechanical aptitude. Third, and possibly the best method, is for these men to spend their summers at their A. & M. college in intensive training to develop skill in farm mechanics work and a knowledge of methods of teaching farm mechanics.

Men who are now qualified in trade and industry and teaching farm mechanics probably have sufficient skill but not the perspective of farmers' shop problems. The only way this can be obtained is to deal directly with farmers. Provision should be made for these men to visit farmers in the community at least once a week and talk with the farmer and son about the farm mechanics projects that will be suitable for the boy to work on in the school shop. This will also afford a means of getting the type of jobs into the shop which will be in line with the boy's farming program.

Kansas State College has a department of shop practice in which the farm mechanics training is co-ordinated and which has an equal standing in the Engineering Division with the other departments composing the division. The shop work is not subordinate to any other department.

For those men in the field who need upgrading in farm mechanics, there are several ways by which their skill may be improved in the various phases of farm mechanics and farm shop methods. Lack of manipulative hand skill, I am sure, is the greatest factor we have to face in improving teachers in service. But these men are college graduates and mechanical aptitude is an inheritance of the race in the majority of cases. If these men can be shown the necessity for farm mechanics in their district and a little enthusiasm aroused, there will be no trouble in getting them to acquire necessary skill.

Every summer Kansas State College offers what are called "Short Skill Courses," lasting for three days. At this time men who are deficient in skills come

Studies and Investigations

C. S. ANDERSON

The Placement of Teachers of Vocational Agriculture

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



E. B. Knight

THE effective placement of the teacher of vocational agriculture is a process calling for the utmost skill and diligence on the part of the institution training this instructor, the agency supervising his professional activities, and the ultimate consumer, the community which pays his salary. Particularly is this true as our high schools become more and more influential in guiding students occupationally, and as they assume increasing importance in helping shape the future community pattern. Needless to say, the more completely the agriculture teacher meets community needs the greater the merit of his work in that field and the more constructive and popular the entire national program of vocational education.

With the objective of determining what placement practices would facilitate and augment the efficiency of our program in vocational agriculture, a study of this problem was made by the author under the direction of Dr. Sherman Dickinson at the University of Missouri during the past year. Briefly, two groups of individuals were asked to furnish data concerning their practices and opinions regarding certain aspects of teacher placement. These were: (1) state supervisors and teacher-trainers associated with vocational agriculture thruout the United States; and (2) high-school administrators supervising departments of vocational agriculture in Missouri, Illinois, Iowa, Kansas, and Nebraska. Forty-three supervisors and 41 teacher-trainers, representing 46 different states, responded to the inquiry giving a group proportion of 87.5 percent. Usable replies were also received from 278 high-school principals; this return included 32.7 percent of the total number of departments in the states surveyed and should constitute a rather reliable picture of the present situation.

Placement Policies

State supervisors, individually or co-operatively, evidently are the principal agents involved in the placement of beginning teachers of vocational agriculture; while teacher-trainers are also highly significant factors in this function.

Experienced instructors in over 90 percent of the states reporting are located thru the efforts of the supervisor. College placement bureaus rank below the two above agencies in this matter of locating teachers, being most active in aiding beginning candidates. Apparently, however, there is no uniform grouping of placement agencies existing in the field of vocational agriculture.

Fifty-three and two-tenths percent of the administrators co-operating thought the teacher-trainer should have a leading part in the placement of beginning instructors, and 52.0 percent favored the institutional agency as a participant in this activity. On the other hand, the majority of principals, 61.6 percent, contended experienced teachers should be nominated by the state supervisor, individually or co-operatively. It is interesting to note that the institutional bureau retained much of its popularity in supplying experienced candidates, but the teacher-trainer was viewed as relatively unimportant in this respect by school executives.

Approximately two-thirds of the teacher-trainer-supervisory group stated they had no set rule as to whether they nominated experienced or beginning teachers for newly established departments, while nine-tenths of the principals favored the employment of experienced men in such situations. A considerable majority of both groups declared against the placing of teachers in "home-town departments." Degree of success, professional growth, and amount of experience should be the major criteria contributing to advancement to better-salaried positions, according to both bodies; tenure, advanced college work, and teacher group activities were awarded only minor weight. Quite generally placement authorities recommend candidates solely upon employer request, a policy receiving the strong endorsement of 94.2 percent of administrators.

Trainees are given instruction in the methods of application-making as a part of their usual classwork by a large majority of teacher-trainers, and about one-half of the states also utilize special conferences for this purpose. Seventy-three and five-tenths percent of the principals responding believe an applicant's chances for success are enhanced by such training and recommend it be given all trainees. Three to five nominees are named for each vacancy by placement agencies; this number is in complete harmony with

the desires of most school executives. A placement check-up is maintained by a large majority of teacher-trainers who also follow-up for at least five years the teaching careers of their graduates. The topic of setting minimum salaries for beginning teachers of vocational agriculture aroused considerable controversy, with 60 percent of the placement authorities maintaining this practice and 63.6 percent of the principals voting in the negative. Several of the latter group stated that a minimum tends to become a maximum. Where a salary limit has been set, it usually has been determined by the state department of education.

State-trained teachers are strongly favored by administrators, teacher-trainers, and supervisors, being desired and located first by practically every official replying. Exhaustion of local supply and special qualifications were offered as the main reasons for employing out-of-state teachers. It is quite apparent that, as local state supply catches up with demand for teachers of vocational agriculture, men from other states will find it increasingly difficult to secure positions. It is interesting to note that cut-throat competition among teachers desiring employment is not viewed as being as serious a problem as it is in the academic fields. Representatives from ten states said they were not bothered by this matter, as scarcity of candidates reduced competition to a minimum. Three commonly used means of controlling such practices are thru recommendations, a code of ethics, and restricted nominations.

Superintendents and principals desire a selection of candidates rather than to have their vacancies filled by a designated individual. Evidence on this is furnished by the fact that only seven percent wished the placement agency to name the man. Almost 90 percent of these executives normally do not hire vocational teachers without considering confidential data furnished by the nominating agency, and only a minority discount applications made solely upon the candidate's initiative. Apparently the teacher who hopes to obtain a position without a personal interview is doomed to disappointment, for 98.9 percent of administrators will not offer a candidate a contract until the interview has occurred. Altho a personal presentation of reference materials is condemned by education textbook writers, 24.9 percent of the principals surveyed indicate they do not object to this practice. The applicant's college transcript was mentioned as being the most suitable information the candidate might offer, and a considerable number of administrators stated professional references might well be submitted in person. However, open letters of recommendation were viewed as having no value by 48 percent of those responding, while an additional 30 percent accorded

That the placement of teachers of vocational agriculture is pretty largely in the hands of teacher-trainers, institutional bureaus, and supervisors is substantiated by the fact that 75.2 percent of co-operating school principals have not used commercial agencies for such instructors during the past five years, and 20.4 percent more had relied upon such sources to only a very limited degree during that same period.

Data Concerning Candidates

One division of the study investigated the nature of the items supervisors and teacher-trainers consider when recommending candidates for vacancies in vocational agriculture. It is evident that character, practice-teaching rating, personality, attitude toward rural life, and also teaching, type and length of farm experience, and the opinion of the teacher-trainer constitute the most significant factors when beginning teachers are to be nominated. Results secured by experienced instructors, particularly with reference to the success of community programs, coupled with the so-called intangibles of character and attitudes, plus the supervisor's own opinion, are the leading criteria whenever members of this group are named for vacancies. Marital status, age, and religion are given only minor emphasis in nominating candidates. Administrators stated they wished most the facts concerning the individuals' personal and social attributes and also his professional potentialities, whether he be an experienced or beginning teacher of vocational agriculture. Such items as "teaching accomplishments" and "extent of experience" were deemed significant in the case of the instructor who had already taught. Details about "college activities," "grades received," and "courses taken" were placed in the intermediate importance group with reference to men starting their teaching careers and were less emphasized as the period of active service increased.

Improvement of Placement Practices

While placement agencies are sincerely endeavoring to serve those schools which maintain departments of vocational agriculture, it is quite within the realm of possibility they may at times fail to perform their duties in a manner entirely satisfactory to employers as represented by school executives. Therefore, one section of the inquiry mailed to administrators invited them to comment on the services received from placement agencies, and also requested they offer suggestions looking toward the betterment of the program in vocational agriculture. A very gratifying response resulted and the remarks of the members of this professionally minded group were both stimulating and practically helpful.

Administrators stressed the need of effective co-operation between the teacher-training department, the supervisory staff, and the institutional placement bureau, strongly recommending that these agencies acquire a more exact personal knowledge of the schools and communities for which they recommend candidates. A considerable number of superintendents frowned on any supervisory placement policy favoring of dic-

as backing training practices which will more thoroly imbue agriculture teachers with the spirit of co-operation with other faculty members. That existing placement agencies are doing a very good job at present was the opinion of many principals in each of the states surveyed. A strong sentiment to the effect that the men now engaged in teaching agriculture were, as a body, well-prepared and doing efficient work was evident from a number of the comments appearing on completed questionnaires.

Recommendations

As outcomes of the study, certain rather definite concepts regarding the placement of teachers of vocational agriculture were evolved. These are as follows:

1. The placement of beginning teachers of vocational agriculture should be largely entrusted to the two agencies most intimately associated with their professional training; the teacher-training department and the college placement bureau.
2. The state supervisor should be the principal factor in placing experienced teachers of vocational agriculture.
3. Teacher-training departments, state supervisors, and institutional bureaus might well agree upon reasonably dis-

Occupations of Former All-Day Pupils in the Bridgeton, New Jersey, Area

S. L. FAUST, Teacher,
Bridgeton, New Jersey

THE purpose of this study was to ascertain the occupational record of former all-day pupils in vocational agriculture in the Bridgeton High School area, beginning with the organization of the departments in the high schools at Shiloh and Bridgeton in 1919, and continuing to July, 1933, at which time the survey was made.

The Bridgeton High School area includes Bridgeton City, eight townships in Cumberland County, and one township in Salem County, New Jersey. This area includes 96,816 acres of farm land. Cumberland County has probably the most diversified agriculture of any county in the state of New Jersey. Its types of agriculture include general farming, truck, fruit, and poultry.

When this study was undertaken no one knew to what extent the boys who studied vocational agriculture at the Bridgeton and Shiloh high schools engaged in farming after leaving school, in what capacity they worked on farms, whether boys who studied agriculture were more likely to engage in farming than those who didn't, or whether those with less training were more likely to farm. It is true that a few persons could

distinct areas in which each will function in placement activities.

4. The placement of teachers of vocational agriculture may be greatly facilitated by free interchange of data between the agencies concerned.

5. All persons responsible for locating teachers of vocational agriculture should exert greater effort really to know the characteristics and problems of the schools and communities in which they attempt to place such instructors.

6. Placement efficiency can be increased materially by a more comprehensive and exact knowledge of the personal-social characteristics of the candidate.

7. Teachers of vocational agriculture need a wider acquaintance with the history, philosophy, and psychology of education.

8. The pre-service, and also the in-service, training of vocational men might well stress the necessity of co-operating cheerfully with fellow faculty members and local administrators.

9. State supervisors, teacher-trainers, and teachers of vocational agriculture should conduct a carefully planned educational campaign among school administrators and other employing authorities in order to promote a better understanding of the objectives and outcomes of secondary vocational training in agriculture.

particular school, but little of consequence had been made public in answer to these questions.

Teachers of agriculture should know to what extent their work is justified, and the extent to which the instruction serves to improve farm practice and increase the wealth and happiness of farm people. It was believed that the results of this study would serve to throw some light on these questions for the Bridgeton area and that much information of value to other leaders in vocational education in agriculture would be found.

The data were secured by means of an interview blank used in personal visitations. Four former pupils volunteered to assist in the collection of the data. In every case the writer found those questioned eager to give correct answers, in some cases even referring to records.

The writer secured from the school records the names of all former pupils who had taken one or more years of agriculture in the Bridgeton and Shiloh high schools. Of the 455 names recorded, data were secured thru the survey blank on 420, or 92.3 percent.

Of these 455 pupils, 56 had changed from all-day to other curricula, 15 were in college, 22 had moved away, nine were deceased, ten could not be located, three had been committed to State institutions and were not included in the report. This left a total of 271 former all-day pupils who were employed.

In seeking to discover the occupational distribution of the groups, the writer secured answers to the following two questions:

1. What occupations did the groups of former all-day pupils of the area follow the first, the fifth, the tenth, and the twelfth year after leaving the all-day school, and in June-July 1933?
2. To what extent did the groups tend

(Continued on page 98)



S. L. Faust

Future Farmers of America

L. R. HUMPHERYS

Lancaster County Chapters Co-operate

WAYNE B. RENTSCHLER, Adviser, Garden Spot Chapter, Lampeter, Pennsylvania

MANY of the activities of our chapter are co-operative undertakings or of a co-operative nature. The motto of our organization embodies true co-operation.

Learning to Do—Doing to Learn

Only thru active participation is it possible to fully understand the principles and procedures involved in co-operative effort and to thoroly appreciate the advantages and benefits of group action in achieving worthwhile results. Regardless of the form the co-operative action takes, the fact remains that the mere act of co-operating is good for the F. F. A. member. In all probability he will find it profitable to himself as well as to others.

Earning to Live

The results of co-operative effort are of many kinds and qualities. Some are in the form of financial returns to those taking part, but also in many other ways—educational, social, and spiritual. Too often, in measuring the results of co-operative endeavor, only the financial yardstick is used. Likewise, in attempting to study co-operative action and solve co-operative problems, only the business set-up is examined.

Living to Serve

The Future Farmers thinks of co-operation as the Golden Rule transformed into a way of living—"Whatever ye would that men should do unto you," is met by the challenge—"Do ye also unto them!" Co-operation accepts the challenge boldly. The result—a larger living for the individual, a greater measure of comfort for the



Members of the Garden Spot F. F. A. Chapter filling orders for seeds

family, a better rural community, which in turn is one of the services rendered by the F. F. A.

How We Co-operate

In 1933 the Garden Spot Chapter of F. F. A. at West Lampeter High School realized a need for a co-operative organization thru which they could secure vegetable and farm seeds and at the same time learn the principles and advantages of co-operation. Since that time this service has grown from one co-operating chapter, with 20 patrons and 90 pounds of seed, to six co-operating chapters in 1939, with 328 patrons and 22,854 pounds of seed. The other co-operating chapters are: Manor Chapter, Millersville, Pa.; Witness Oak Chapter, Maytown, Pa.; East Cocalico Chapter, Reamstown, Pa.; Quarryville Chapter, Quarryville, Pa.; Manheim Chapter, Manheim, Pa.

Ten interesting highlights of the summary of the Lancaster County chapter seed service for the past three years include the following:

(1) Number of patrons served—756; (2) pounds of vegetable and farm seeds distributed, 59,917; (3) number of vegetable roots, 1,152; (4) total volume of service, \$5,964.58; (5) patrons' dividends returned, \$952.57 (6) patrons have received the benefit of free seed treatment; (7) recommended seed variety lists have been received for patrons each year; (8) the F. F. A. emblem has appeared on every seed container distributed; (9) chapter boys have learned recommended varieties of vegetable seeds by conducting the seed service as part of their vocational training; (10) continued high quality of seeds has resulted in a fine spirit of confidence and co-operation among the patrons of each community.

The Chapter Treasurer

LESLIE NELSON, Teacher, Brigham City, Utah



Leslie Nelson

THERE are many chapters that do not have a treasurer. Members of such chapters maintain that it simplifies matters to have the secretary do both jobs. In some cases they combine the titles and call the officer a "secretary-treasurer." This practice of eliminating one of the important offices of any organization is wrong for two reasons. In the first place, the organization is robbed of the services of one additional individual. Unquestionably the work of the treasurer requires a separate man for the job. If the duties of both offices are placed on one member, both are inefficiently filled and the organization suffers. Secondly, those Future Farmers are entitled to all the training we can give them, especially in matters of finance. The addition of a treasurer to the list of chapter officers not only trains an additional boy, but will also aid in educating members to give due consideration to financial problems.

The thing that kills any office or officer is inactivity. If the inactivity of a treasurer is due to his own neglect and habits, he should be replaced. If it is due to his lack of knowledge as to what his duties are or how to proceed, he should be informed and trained.

The "record of the financial status of the chapter" is a mockery to him if he is not allowed to make bank deposits, and to write, and either sign or counter-sign, checks. If it is a treasurer's duty to keep a record of income and expense, it should be his privilege to handle the money of the chapter. I do not advocate that he should have complete jurisdiction over chapter finances—this might lead to unfortunate temptation. But there should always be a check on every transaction in which money is involved. More completely, the business of the treasurer should include the following practices: (1) Have checks countersigned by one of the other officers. (2) Get receipts for all moneys paid out. (3) Issue and record receipts for all money received. (4) Have accounts audited at regular intervals. It is needless to say that bank balances should check with those shown in the treasurer's book. Our chapter treasurer last year, by means of accurate and complete records, was able to prove the bank in error on one occasion; and by so doing won the respect and admiration of the chapter members and the bank officials.

In addition to keeping a record of income and expense, a treasurer should have other definite duties which will add

him valuable training. His first responsibility after assuming office should be the making of a complete and accurate inventory of chapter equipment, books, and paraphernalia. Preferably the inventory should be taken jointly by the outgoing treasurer and the incoming treasurer. The treasurer should either be the custodian of all such equipment or be responsible to the chapter for any changes in the inventory that take place during his service. Of course he should see that a convenient and safe place is provided for chapter equipment.

The treasurer should be the key man in the preparation of the chapter budget. His examination of past records and itemizations of past events will enable him to give intelligent estimates of costs of coming events. His work on the budget committee will enable him to make immediate reports to committees in regard to money they can use for their various activities. This service will also impress on him the necessity for a complete and accurate account.

One of the most universal problems of F. F. A. chapters is the "bugaboo" of raising funds. Much has been written, and more is being written, on this timely topic. It should be the treasurer's responsibility to become familiar with every legitimate method by which the local chapter might raise funds to promote the best interests of the chapter. He will be a key man when consideration is being given to ways and means of raising funds.

The annual F. F. A. report always calls for important financial information. The treasurer should know what is needed for this report early in the year so he can take the steps necessary for getting the information while members are in school. Information about thrift and project finances helps greatly in solving chapter and individual problems.

The treasurer, as well as the secretary, should have a classified membership record. This should be so constructed that each can tell what memberships have been paid for at any time.

In brief, the duties of the treasurer include the following:

1. Make an inventory of, and keep in custody, all chapter equipment and books.
2. Study last year's accounts as a basis for making budget recommendations for the coming year.
3. Issue receipts and keep a stub or duplicate for all money received.
4. Get a receipt for every chapter disbursement.
5. Itemize and summarize the financial operations of each activity, with date and title of all transactions.
6. Balance the accounts at regular intervals and check actual cash with that in accounts.
7. Study and discover legitimate ways of raising money for chapter activities.
8. Supply the information necessary for financial aspects of all annual and school reports.
9. Keep all records neat and up to date.
10. Keep a membership record showing dues paid and cards issued.
11. Take part in all chapter ceremonies.
12. Collect all dues early in the year.
13. Stimulate thrift among all the members of the chapter.

A systematic and efficient program for training the chapter treasurer is a train-

Teaching Co-operation Thru Co-operation

KERMIT GARDNER*, Teacher, Bethany High School, Reidsville, North Carolina

BECAUSE of the increased interest in poultry among the members of the Bethany Young Tar Heel Farmers Chapter of F. F. A. during the summer of 1938, there arose a real desire on the part of the boys to purchase their feed co-operatively. In September, 1938, the members voted to organize the Bethany F. F. A. Co-operative. At this meeting they elected their executive committee, which formulated complete plans for operating it.



O. M. Staton, Principal, who has given much help in the co-operative movement at Bethany

During the first eight months of operation the co-operative handled 70,100 pounds of feed, \$208 worth of baby chicks, and seed valued at \$24.60. The boys expect to expand their operations considerably in the future, as they have now learned how to carry on the business. The main objective is to train the boys in co-operative activity and in the use of proper business methods. In addition to this training, they are rendering a splendid service to themselves and to their community.

The officers of the co-operative, who are responsible for carrying out the business, are elected by the chapter members and hold office for one year. The co-operative is so organized as to have seven officers. Five of these officers act as salesmen, the president and treasurer not being allowed to make sales. These two officers, along with the secretary, do the buying and see that the co-operative functions properly. A member who lives near the school acts as salesman after school and during the summer. He receives five cents per 100 pounds of feed which he sells.



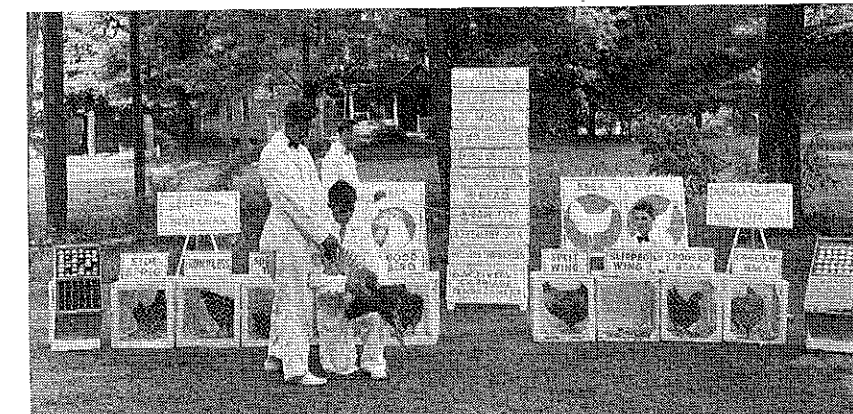
"The main objective is to train the boys in co-operative activity"

Duplicate receipts of all sales are made; thus a record of each sale is on file for the auditing committee when all transactions are audited each month. The by-laws allow the executive committee to declare small annual dividends to chapter members only, based on the amount of their purchases. All accumulated surpluses not needed by the co-operative for efficient operation are turned into the general fund of the F. F. A. chapter treasury. At the end of each week the treasurer of the co-operative makes a complete statement of all transactions for the week to the adviser, at which time the surplus money on hand is deposited in the bank.

The activities of the Bethany F. F. A. Co-operative have proved that there is no reason why boys have to pay unreasonable retail prices for feed and many other products used in their supervised practice enterprises. Co-operation will often save the boys money and at the same time give them valuable training.

*This was Mr. Gardner's first year of experience as a teacher of vocational agriculture.—Editor.

Pennsylvania "Superior" Poultry Demonstration Team



One of the poultry demonstration teams judged "Superior" at the World's Poultry Congress at Cleveland was this one from Mill City, Pennsylvania. William Watson, William Dickenson, Roy Veety, and Delmar Durland represented the Winola Chapter of the Falls County F. F. A. High School, coached by S. S. Aumiller, county supervisor of agriculture.

Occupations in Bridgeton

(Continued from page 95)

to change their first-year occupations the fifth, the tenth, the twelfth year after leaving school, and in June-July 1933?

Table 1 shows the distribution of these groups in agriculture, related agriculture, and non-agricultural occupations on the percentage basis.

TABLE 1
Occupations of Former Pupils in Bridgeton, N. J.

Years Out of School	Agriculture Percent	Related Agriculture Percent	Non-agriculture Percent
1st year	64.0	18.5	17.5
5th year	38.0	20.5	41.5
10th year	33.3	25.8	40.9
12th year	40.0	26.7	33.3
June-July 1933	43.0	20.6	36.4

The table shows that in June-July 1933, when this survey was made, 63.6 percent of the former pupils were engaged in agriculture or related agricultural occupations.

The capacity in which the former all-day pupils were actively engaged in agricultural and related agricultural occupations is shown in Table 2.

The results of this study show that former all-day pupils, after having had one year of agriculture, distributed themselves among many occupations, entering agriculture, related agriculture, and non-agricultural occupations. It also shows that there was a tendency for some pupils to be rather constant in one occupation, and for others to change from one occupation to another. In some cases the holding power of the school is considered 100 percent since

those pupils remained constantly in agriculture. It is, of course, realized that factors other than the all-day school might be considered.

The study reveals, however, that the longer a pupil stayed in the all-day school, the more likely he was to engage in an agricultural or related agricultural occupation, and the more likely he was to stay in it.

Further analysis shows that the longer a pupil stayed in the all-day schools, the more likely he was to engage in an agricultural or related agricultural occupation, the more likely he was to stay in it, and the more likely he was to reach the top of the employee-owner scale.

Summary

1. A larger percentage of pupils were engaged in agricultural occupations the first year after leaving the all-day school than was true five, ten, or twelve years later.

2. Those having had four years of agriculture showed a larger percentage following occupations in agriculture than those who had had one, two, or three years of training in the all-day schools.

3. The pupils following agriculture and related agricultural occupations showed a percentage increase on the employee-owner scale.

4. As time elapsed the percentage in the employee-owner scale increased, with the exception of the twelfth year; and in this study these pupils have had but one year of agriculture, because the all-day schools were organized only one year previous to the twelve-year period

TABLE 2
Status of former pupils engaged in agriculture and related agricultural occupations, one, five, ten, and twelve years after leaving school.

Status	First Year		Fifth Year		Tenth Year		Twelfth Year	
	Agr.	Rel. Agr.	Agr.	Rel. Agr.	Agr.	Rel. Agr.	Agr.	Rel. Agr.
Employee	77.0	84.6	60.8	66.7	36.4	29.4	57.1	40.0
Renter	3.0	12.2	12.2	7.7	27.3	14.3	14.3	14.3
Partner	14.8	10.2	14.0	7.7	13.6	23.5	40.0	40.0
Manager	1.5	2.6	4.0	10.2	17.7	14.3	20.0	20.0
Owner	3.7	2.6	8.1	15.4	22.7	29.4	14.3	14.3

School Farm as a Laboratory

(Continued from page 87)

expensive farm buildings or particularly showy equipment is not good judgment. The reaction on a boy and his father is that such buildings and equipment are different from those which they can afford and use, and therefore the results being obtained at the school farm are different from what can be expected at the farm home. To be of most use for the farmer of the district the school farm should not try to be a sort of show case type of farm, but should develop as a regular, well-organized farm.

After using owned and rented school farms for a period of some ten years in an agricultural department which has 300 or more boys enrolled most of the time and which does have a small junior college agriculture department, we are quite sure that the use of a farm school laboratory is absolutely essential to the teaching of a practical type of agriculture in our high school and junior college.

Preparation for Farm Mechanics

(Continued from page 93)

in and attend lectures or perfect their skill on such phases of the work as forge welding, saw filing, engine timing, concrete work, etc. These classes are very well attended. Even the good shop teachers will come just to improve their technique, if nothing else.

The men in the field are encouraged to write to the shops practice department on any shop problem on which they need help. We try to get the reply into the mail the same day it is received. This gives the men confidence in that they know there is help at hand if they need it. I have never found any of the teachers in the field who have taken undue advantage of this privilege.

There should be in every teacher-training institution some man who has time that can be given to the men in the field when they need it on their shop problems. This man should get into the field as often as possible for consultation with the teachers on shop problems and

see the conditions under which they work.

The itinerant teacher-trainer or assistant state supervisor can be of much help to the men in the field in upgrading them in farm mechanics. Of course, if the itinerant teacher-trainer knows nothing of farm mechanics, then a man should be put on for this work who can render the necessary assistance in the field to the teacher in both skill and method. We are fortunate in our state in having two itinerant teacher-trainers who are very good in both farm mechanics methods and skills, and they render valuable aid to the men in the field.

Summer school offers one of the best methods for men who are deficient in both skill and method to upgrade themselves. Besides the regular summer school courses at Kansas State College, the department of shops practice offers a course in advanced shop practice, and any teacher or trainee may take this course. This course is also offered during the regular school year.

It is necessary, however, that a teacher-trainer be available for this type of training, and he must not be involved with a teaching load outside of his field that will prevent him from giving the necessary attention to these special students.

In Summary

For teachers who have had some training in farm mechanics, the following methods may be listed from the foregoing discussion as means by which they may be upgraded in this phase of their work:

1. Itinerant teacher-trainers—either using men qualified in both agriculture and farm mechanics or men trained in farm mechanics alone.

2. Short skills courses held as soon as school is out, before school starts, or given at regional conferences.

3. A man at the teacher-training center who is available for farm mechanics teachers to contact by correspondence or personal visit at any time they may need help.

4. Summer school—either the nine-week term or a four-week term, or any other suitable unit, available to the men in the field at a time convenient to them. Both skills and methods should be offered. The methods course should be on a graduate basis.

Professional courses are important and have their place, but the courses to emphasize—the ones which will be of the best benefit to the trainee and to the future farmer—are those courses which demand skill training, the development of mechanical aptitude, development of thinking in mechanical situations, and the development of confidence in one's ability.

Book Review

A Workbook for Students in Field Crops, William A. Broyles, John Wiley & Sons, price \$1. This workbook is paper-backed, perforated, and punched to fit a three-ringed notebook. It provides work sheet guides for 23 lessons. A number of lessons have objective tests to aid in review, summarization, and checking. The workbook is adapted to *Crop Management and Soil Conservation* by Cox and Jackson. A. P. D.

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