

DIRECTORY

(Continued from Page 215)

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THE AGRICULTURAL EDUCATION MAGAZINE

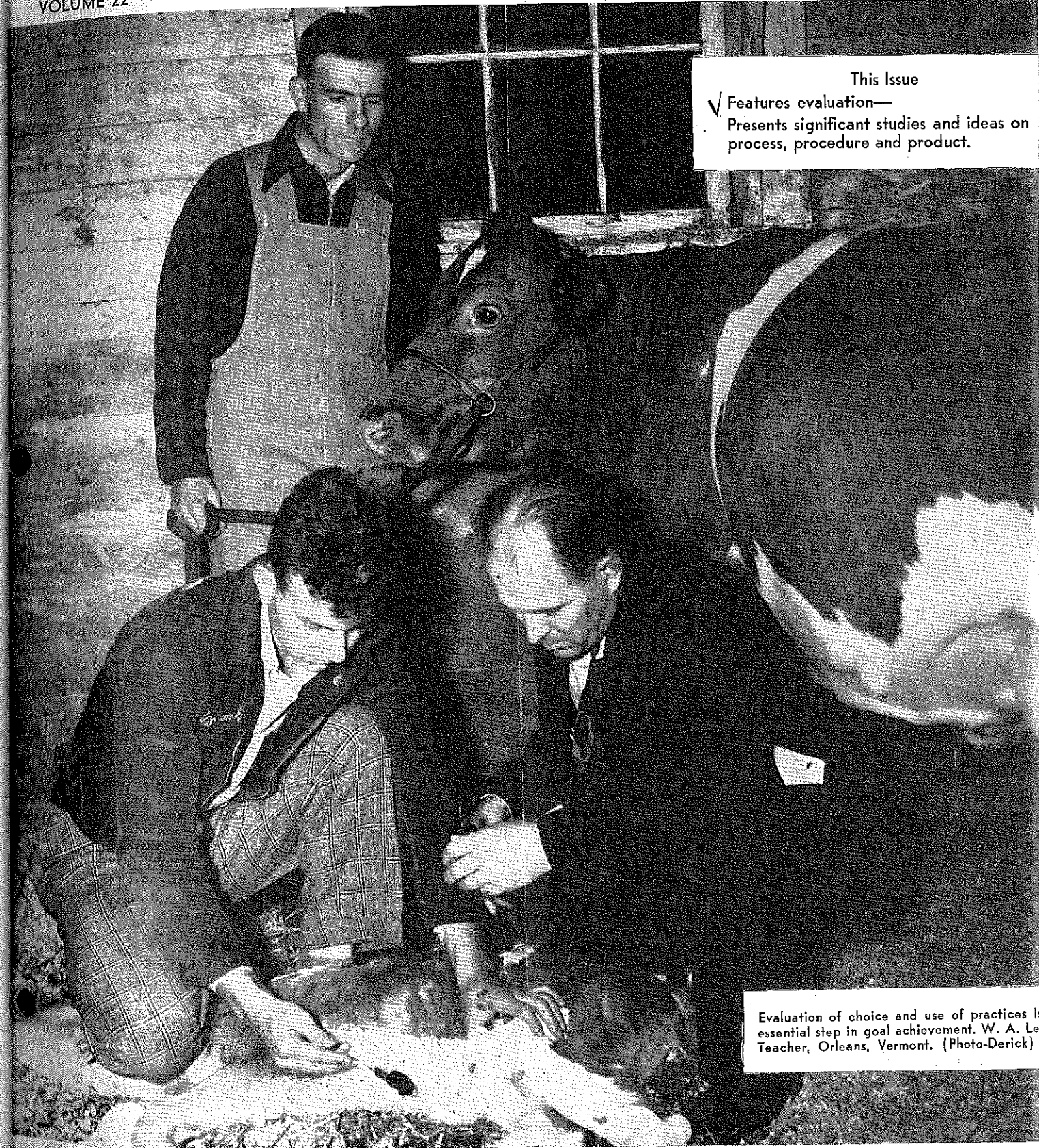
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APRIL, 1950

NUMBER 10

This Issue

✓ Features evaluation—
Presents significant studies and ideas on
process, procedure and product.



Evaluation of choice and use of practices is essential step in goal achievement. W. A. Les Teacher, Orleans, Vermont. (Photo-Derick)

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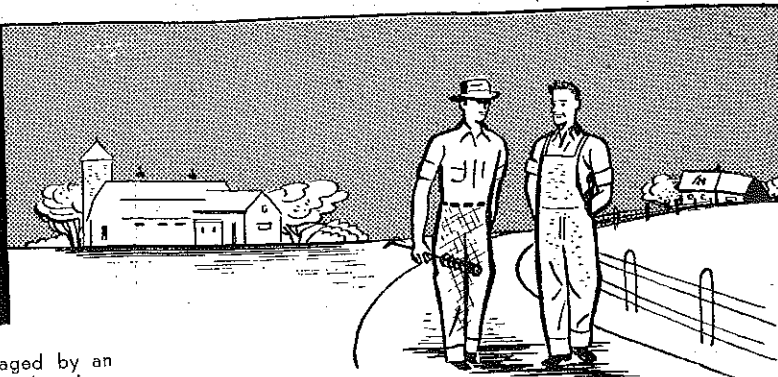
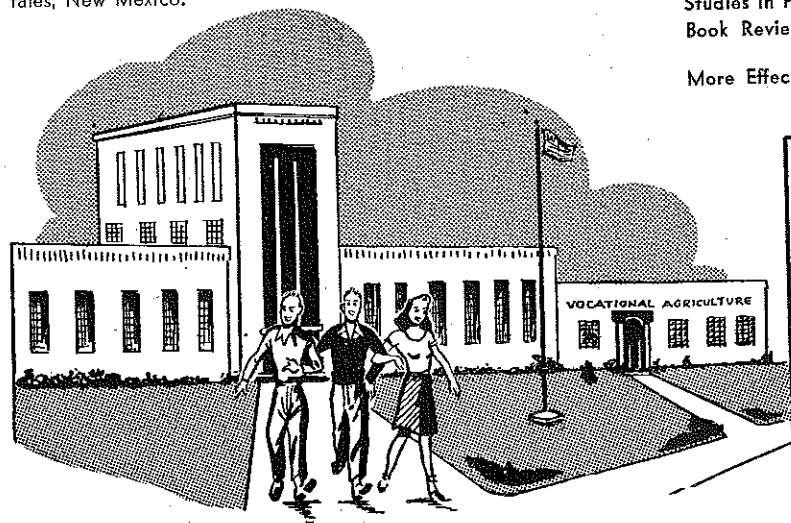
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Contents

Editorials	219
How Far? Which Way?	219
Wide Open	219
New and Useful	219
Special Editors	219
Put Supervised Farming Programs in the Picture	219
Charles W. Phillips	219
Our Target	219
E. B. Knight	219
Our Human Relationships	220
Ray Fife	220
Closing the Gap Between Research and Practice	221
Murray C. McJunkin	221
Appraising Progress of the Farm Veteran Trainee	222
Clovis Jones	222
Cooperative Evaluation	223
Jack A. Prescott	223
The First Ten Years	224
M. J. Lane	224
Agricultural Education Club	225
P. J. Sikkema	225
Teamwork Solves Local Problem	226
Dallas Cornett	226
Trainee's Accomplishments	226
J. W. Carney	226
Superintendent's Views on the Veterans' Program	227
R. W. Bobbitt	227
Soil Management	227
Alvin W. Donahoe	227
A Look at F.F.A.	230
A. K. Temperley	230
F.F.A. and the Community	230
James E. Hamilton	230
Chapter Memory Book	231
Joseph C. Huffman	231
Securing Member Participation	231
Dirk W. Miller	231
Our Veterans	234
W. T. Powers	234
Fellowship Briefs	235
Occupational Distribution	236
Joseph T. Hudson	236
Achievement Areas	237
Clarence J. Robin	237
Studies in Progress in Agricultural Education	238
Book Review	239
A. P. Davidson	239
More Effective Learning in the Farm Shop	239
Ralph J. Woodin	239

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Editorial Comment

How far? Which way?

EACH phase of the program should be subject to a periodic review. The procedures and results of evaluation of various phases of the program in agricultural education are featured in this issue.

The closing months of the school year may be an appropriate time for teachers and community representatives to review the program—its progress and goals. Progress from day to day is slight, and a better perspective may be obtained by providing definitely scheduled periods for evaluation each year.

Progress is not the only element to be appraised. Sometimes we make a lot of progress on wrong roads. Evaluation implies a consideration of the values in each phase of the program as well as the measurement of progress. Evaluating each major activity with regard to its place in the total program of agricultural education may logically be recognized as an undertaking worthy of our best efforts.

New and useful

THREE significant publications dealing with research in agricultural education are, or soon will be, available. The U. S. Office will publish a new *Summaries of Studies* bulletin prepared by the research committee of the Agricultural Section of the A.V.A. *The Review of Educational Research*, October, 1950, will carry a chapter on *Agricultural Education* by S. S. Sutherland of California. H. M. Hamlin and G. P. Deyoe, of Illinois, have a section on agricultural education in the 1950 issue of the *Encyclopedia of Educational Research*. The profession merits the recognition accorded to its studies. And, we are fortunate to have the references available. The application of research findings and development of new studies will be expedited thereby.

Special editors

WE are sorry to lose the services, through resignation, of special editors Sutherland and Baron. Sid Sutherland, served long and well as editor for the professional section. His period of tenure extended from 1943 to 1950. The services of Lano Barron, Texas, will be missed. He was the first editor of the supervision section, commencing his duties in 1945. We are indebted to both men and wish them continued success and good fortune.

New appointments as special editors are Lionel Cross, teacher, San Jose, California; R. H. Tolbert, teacher education, University of Georgia and Stanley S. Richardson, supervisor, Idaho. Brief biographical sketches of our new editors appear on the Fellowship page.

The continuing support of special editors' efforts is needed and invited. Their services are valuable—more valuable than most of us know.

Wide open

A NUMBER of approaches to evaluation are open. Evaluative judgments are made by parents, students, school administrators, and others. Teachers judge results and outcomes and pass the decisions on to co-workers. The recent trend to develop and use objective data as a basis for cooperative evaluation is noteworthy. There is still another approach to evaluation which has been too little used. We have reference to the specific design and testing of deviations from the regular or usual program in agricultural education.

Put supervised farming programs in the picture

AN editorial in the February issue of *The Agricultural Education Magazine*, P. 171, deserves the careful attention of all teachers of vocational agriculture. In this excellent article Professor Byram raises some pertinent questions relative to supervision of farming programs. Recently, a county superintendent of schools observed that "so much is expected of the teacher of vocational agriculture that it is impossible to do a thorough job."

What, then, is the answer? It is agreed by most teachers of vocational agriculture that individual supervision on the home farm of the boy is necessary for a sound program. If teachers were given time during the day to work on supervision, a much better job would result. A teacher should feel at his best when working with the boy on the farm. This is impossible after spending a full day in the classroom. Administrators and teachers need to tackle this problem together. A schedule needs to be made which will allow time for individual supervision during the regular work day.

CHARLES W. PHILLIPS, Teacher,
Elkins, West Virginia

Our target



E. B. Knight

LIFE is full of evaluation whether it be formal or informal. As teachers of vocational agriculture, supervisors, and teacher trainers we cannot escape appraisal. Personality, professional performance, conduct, and all-around effectiveness are constantly being rated by those we contact and endeavor to serve. Likewise, we ourselves continually judge others and their activities.

The word *evaluation* often brings a frown to the faces of workers in the field of vocational agriculture. It has a formidable sound and too frequently tends to create a feeling of "What the Heck." In part, this resistant attitude is due to certain lengthy forms which have been utilized in evaluation studies. Intangible measuring sticks have also been a factor as has failure to sell ourselves on the need for appraisal.

Any going concern must take inventory. This is especially true of vocational agriculture which has grown tremendously since February, 1917. Locally, we need to know the influence of our teaching on the lives of students and the agriculture of our community. Are we becoming increasingly proficient in the classroom, in the shop, and on the farm?

It will pay dividends to periodically appraise ourselves and what we are doing. We need to be as objective as possible as we take stock and evaluate our accomplishments in terms of previously established goals. Workers in vocational agriculture who regularly pause to ponder "How an I Doing" will make the most worthwhile contributions to the common target,—the development of happy, successful, and useful rural citizens.

E. B. KNIGHT, Teacher Education,
Tennessee

Evaluation through experimentation is regarded as essential in agriculture and merits more extensive use in agricultural education. McJunkin's study p. 221, illustrates, in part, the case in point.

Appraising progress of the farm veteran trainee

CLOVIS JONES, Supervisor, Missouri

A framework outlined—provision made for adapting procedure to individual needs.



Clovis Jones

our objectives in this program, we must continually evaluate outcomes in terms of individual trainee. In view of this fact, it is highly important that we avoid undue competition between trainees but prepare the evaluation in such a way that the trainee will create competition with himself.

Measuring the progress of the trainee is a *must* in the Institutional On-Farm Training Program with the values being manifold.

In the first place the "State Plan of Operation" for Institutional On-Farm Training in Missouri contains the following statement: "Each trainee must make satisfactory training progress according to a definite evaluation and grading plan in operation at the local school." Because of this stipulation, each Missouri instructor is required to evaluate the progress of every trainee.

The measurement of progress is extremely useful to the local school officials because a tangible up-to-date record is maintained showing the degree of progress being made by each trainee. Experience teaches that "guess work" in the evaluation of progress often proves embarrassing, especially for the local instructors.

The measuring of progress is also worthwhile as a teaching aid. This is due to the fact that the trainee can see the amount of progress he has made and is motivated to improve his past record, thus creating on his part a readiness to learn. From the teacher's angle the evaluation acts as a guide for good instruction by showing what the trainee has done, thus enabling the instructor to effectively plan with an individual trainee the future course. This eliminates the fallacy of trying to teach the trainee a group of unrelated approved practices.

Methods and Materials

W. A. SMITH

pletely equipped farm shop. These individual differences in trainees and facilities must continually be kept in mind if the evaluation plan is to be truly worthwhile.

3. Capital and facilities—This might include such items as income for investment, increase of inventory, retirement of debt, and care and repair of farm machinery.

4. Livestock — The framework for this, of course, would include swine, beef, sheep, dairy cattle and poultry. Under each enterprise the instructor should be sure to use approved practices including accurate production records to insure a successful farming program for each trainee. It is better to have a small number of major approved practices accompanied by a few minor ones than to have a large group of *unrelated* approved practices. For example, under the swine enterprise the major approved practice to insure a clean pasture would be to set up a *definite three year pasture system*. The minor practices to insure the three year pasture system could be the following:

- Fence three fields.
- Provide a minimum of one acre for each two sows and litters.
- Establish a rotation that includes legumes.

5. Soil fertility and crop production—This might follow the general plan, that of establishing an approved method of crop rotation, water management system, and other good crop production practices as needed by the individual trainee.

6. Family food supply—The providing of a high quality family food supply might include such items as furnishing adequate garden space in rotation to supply the recommended amount of vegetables for the trainee's family; providing sufficient milk for the family; producing enough eggs for family use; supplying meat animals for family needs; and processing and conserving recommended quantities of vegetables and meats for family consumption.

How the Evaluation Plan Should Be Used

If the point system is used as a unit of measure in arriving at the amount of progress made by the trainee, it is suggested that an arbitrary point value be given to each of the major headings with the minor items being given a point value in proportion to the major heading. The number of points for each enterprise should be summarized (see the chart included in this article) and totaled so that interested persons can see at a glance the amount of progress made by the trainee. This is especially useful for the advisory board.

The evaluation form should be prepared to include the entire length of the training period of the individual with

(Continued on Page 233)

Cooperative evaluation

JACK A. PRESCOTT, Teacher, Owosso, Michigan



Jack Prescott

IT is necessary in all schools to give a student a grade or mark which represents his accomplishments during the marking period. This is a difficult task for every vocational agricultural teacher when all the phases of the agricultural program must be evaluated. Evaluation at this time usually develops to be a one-sided affair. The instructor does the evaluating and the student receives his grade without having any information as to the "measuring sticks" which were used in determining it. I have the firm belief that such an evaluation is far from the teachers' mind, but with large classes and many other departmental responsibilities, it tends to be the only way out.

Every student should have an opportunity to evaluate himself. Dr. George Deyoe, in his work on evaluation, said, "From the standpoint of the student, evaluation is a cycle in which he refers to goals or objectives which he has formulated (under guidance), identifies his strengths and weaknesses in the light of these goals, and plans his next learning experiences accordingly."

A student cannot evaluate his work until objectives or goals for all phases of his program have been worked out cooperatively by pupil-teacher planning. With the objectives in mind an instrument can be developed that will guide the student in evaluating himself.

A year ago, the writer worked out a rating scale that was used in the Owosso department for student evaluation at the end of each semester. The scale was developed around the objectives established by pupil-teacher planning and was divided into three phases; supervised farming program; Future Farmers of America; and classes in agriculture and farm shop. Each division was subdivided into smaller breakdowns and three statements were listed for each one. Pupils would check one of the three statements that came the nearest to corresponding with the work he had been doing. After the student had completed the checking, he would tabulate his information in a chart and would then, in the light of his findings, write down the mark he felt justified in receiving. Such an instrument was used in our classes at Owosso during the past year.

It is a good idea to discuss the rating scale with each class at the beginning of the year so the students are familiar with the "yardsticks" which they will use in their evaluation.

During the past year, we found that the majority of the students graded themselves exactly as the marks given by the teacher. Where marks disagreed, there were more examples of students

under rating their work than over rating it. The rating scale that we are now using is being continually revised to better interpret our objectives and to aid us to do a better job of student evaluation.

Student Individual Evaluation Form

I. Rating Scale for Supervised Farming Program

- Productive Projects:
 - Have made written plans for at least 2 or more.
 - Have made written plans for at least one project.
 - have no written plans for productive projects.
- Improvement Projects.
 - Have completed, or in writing 2 or more improvement projects.
 - Have completed, or in writing, one improvement project.
 - Have not completed or written any plans for improvement projects.
- Supplementary Practice:
 - Have completed and written up 10 or more.
 - Have completed and written up 5 practices.
 - Have completed and written up less than 5 practices.
- Long-Time Plan for Supervised Farming Program:
 - Have a long-time plan written and in notebook.
 - Have considered a plan but not in writing.
 - Have made no plans.
- Continuation Projects:
 - Have considered 2 continuation projects in written plan.
 - Have considered at least one continuation project in written plan.
 - Continuation projects not included in long-time program.
- Ownership of Program:
 - Full ownership of at least one or more enterprises, or a father and son partnership agreement.
 - Part owner in one or two enterprises of your supervised farming program.
 - No ownership of any of your farming program.
- Written Business Agreement on Farming Program:
 - Parent and son agreement written and in notebook.
 - Verbal agreement has been made.
 - No agreement at present time.
- Records:
 - Records are very neat and up to date on your farming program.
 - Records lack neatness and are not up to date.
 - No records available.
- Daily Diary:
 - Diary carried at all times and information transferred to record books every week.
 - Pocket diary kept but lacks neatness and completeness.
 - No diary available.
- Improved farming in community:
 - Have aided in two or more ways in improving farming in this community.
 - Have aided in one way in im-

proving farming in this community.

Not interested except in improvements on home farm.

11. Investments:

- Have invested 2/3 of income from farming program back into farming.
- Have invested 1/3 of income from farming program back into farming.
- Money has not been invested into farming.

12. Size of supervised farming program measured by productive man work units:

- Supervised farming program is large enough to be profitable and to give you the experience you will need to enter farming. (Work units—Freshman, 5 or better; Sophomore, 15 or better; Junior, 25 or better; Senior, 40 or better.)
- Farming program is about one-half the size it should be for profitable experiences—(Work units—Freshman, 2-5; Sophomore, 7-15; Junior, 12-25; Senior, 20-40.)
- Farming program definitely lacks in size. (Work units—Freshman, less than 2; Sophomore, less than 7; Junior, less than 12; Senior, less than 20.)

13. Diversity of supervised farming program:

- Experience is being gained in 4 or more enterprises of farming.
- Experience is being gained in two kinds of farming.
- Very little experience is being gained.

14. Suitability of projects to home farm:

- Supervised program fits in with rest of farming program.
- Your progress fits in with the rest of farming except for one or two exceptions.
- Farming program is not suitable for rest of farming program.

15. Proper care of projects:

- Have been using at least 20 approved methods in conducting projects; such as, sanitation, feeding, housing, breeding, marketing, growing, harvesting, etc.
- Have been able to employ 10 approved practices.
- Very few approved practices are being used.

16. Time spent on projects:

- At least one hour of self-labor per day spent on farming program.
- At least a half hour of self-labor per day.
- Fifteen minutes of self-labor per day spent on farming program.

II. Rating Scale for Future Farmers of America:

- F.F.A. Leadership:
 - Have taken part in two or more leadership activities as listed in chapter's program of work.
 - Have taken part in one leadership activity as listed in chapter's program of work.
 - Have not aided the chapter in any leadership activities.
- Working on chapter committees:
 - Have worked on two or more F.F.A. committees.

(Continued on Page 229)

The first ten years

M. J. LANE, Teacher, Pine Grove School, Valdosta, Georgia

Five factors contributed to the success of the program in farmer training.

IN 1939 a very modern high school which included a well-equipped home economics department was erected in the Pine Grove community of Lowndes county. But there was no classroom or shop for agriculture, although this community is in a good farming section and lies near the heart of the naval stores industry.

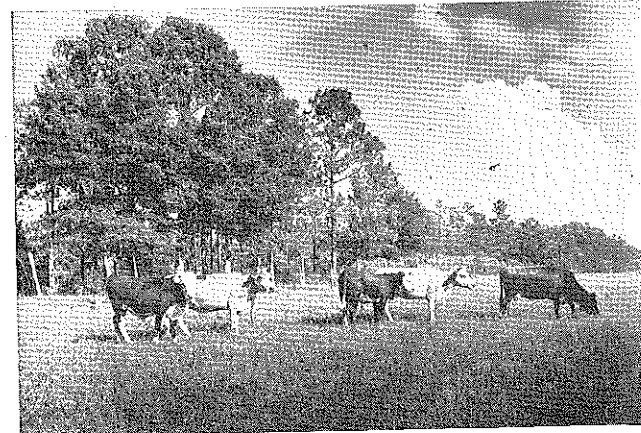
A year later I became Pine Grove's first teacher of vocational agriculture. It is still easy for me to recall the expression on the faces of the school trustees when the superintendent informed them that I would teach agriculture in the new school. They appeared to think such instruction needless, foolish and a wasteful expenditure of public money. Son could learn to farm from Dad, they figured, and that's why they hadn't included an *ag classroom* in the new building.

Events of the following year seemed to change their attitude. At least, they decided a science room was no place for an *ag class*, and aided by the county board of education the trustees decided to erect a 30 x 60 foot building to house classroom, office, canning plant and shop. I knew this would be small and woefully inadequate. By the time the building was completed we had 30 x 60 foot shop plus sufficiently large canning plant, office and classroom—thanks to contributions of lumber, materials and labor by people in the community.

Getting a good program started was not easy. I began with 19 boys. Today I have 60. In recent years every boy in high school has been taking what their fathers used to politely call "that agricultural course." Their dads insist on it and the boys like it, too.

What Has This Program Meant To The Community

In almost every instance where a father has had a son take agriculture, more livestock has been included in the farming program and purebred sires are being used. Members of the F.F.A.



Livestock profits on good grazing.

chapter have had the F.F.A. champion at the Valdosta fat cattle show for eight consecutive years.

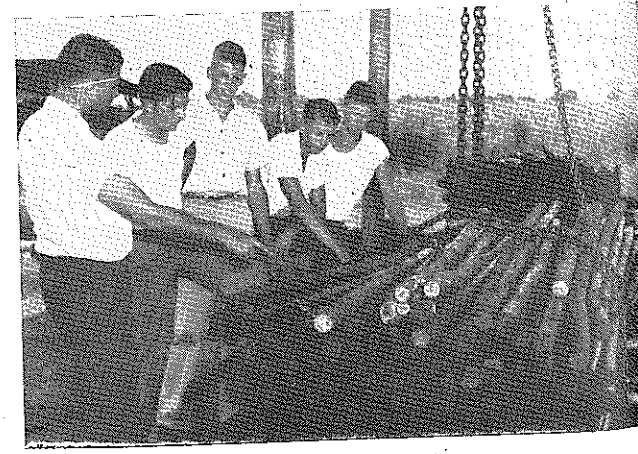
With this trend toward livestock which includes purebred hogs, as well as cattle has come a definite consciousness of the need for pastures. Fathers and sons working together have planted hundreds of acres of improved permanent pastures and additional large acreages of temporary winter and summer grazing. Our individual F.F.A. members and our chapter as a whole have received statewide recognition for outstanding achievement in this phase of our work.

Through our swine program we have brought into the community purebred Duroc, Spotted Poland China, and Hampshire hogs, raised pigs and sold breeding stock to farmers.

The first crossotting vat and fence post peeling outfit in this section was erected on the Pine Grove campus. Farmers are provided an opportunity to use small pines which are cut in thinning forest lands and at the same time have a new source of uniform, neat posts which will last upwards of 20 years. As an outgrowth of this community plant, a large commercial crossotting plant has been set up in nearby Valdosta and provides a market where farmers can sell pines which are cut in thinning.

Because forestry is such an important enterprise considerable time is given to it in all day and evening classes. Better management and maintenance methods are being used as the result of this instruction and profits are higher. Future Farmers alone have planted over a hundred thousand pine seedlings . . . are planting 20,000 more this winter.

The canning plant has an annual output of about 20,000 cans of fruits, vegetables, and meats. The shop is in almost constant use by farmers. It saves them thousands of dollars annually in repair bills. Ninety per cent of the families in



Using post treating facilities.

the community use the canning plant. The Pine Grove F.F.A. chapter is especially proud of its work in painting and home improvement. Every boy does something to improve the appearance of his home during each year, whether it be painting, screening, repairing steps or landscaping. They get plenty of experience in this by maintaining the large school campus, painting the vocational buildings and the gymnasium. To make the name of the school more accurate and descriptive, they've set out pine seedlings around the campus. The PTA finances maintenance of the shrubbery and the F.F.A. does the work.

Students Enter Farming

The vocational department has become headquarters for all farm activities in the community. Attendance at evening classes is always good. Proof of any program is the result you get over a period of years. In the nine years I've been at Pine Grove, I've watched my former students closely. Today 87.5 per cent are farming. Ninety-three per cent of those who have gone to college majored in agriculture. Many still come to the vocational department regularly, either to attend evening classes or as veteran farm trainees.

The success of the vocational agriculture program at Pine Grove may be attributed to these things: 1) it is a rural community; 2) relations between the department and other school officials are good; 3) businessmen and civic clubs from nearby Valdosta have always given encouragement and support; (4) the people, especially parents, have cooperated; (5) parents and students alike have come to realize that training and agricultural education is necessary for a successful farmer.

The 4,000 slash pine seedlings, planted by the Largo, Florida Chapter in their forest at the Taylor Avenue Reservoir, are doing well in spite of the dry season. The boys expect to plant at least five thousand seedlings every year after this on their 400-acre forest, sponsored by the Clearwater Kiwanis Club, under a thirty-year lease obtained from the Pinellas County Commission.

Florida News Letter

Students appraise the value of their experiences as a basis of selecting activities for . . .

Agricultural education club

P. J. SIKKEMA, Senior Student, Michigan State College



P. J. Sikkema

ANY organization, in order to have an effective program, should plan it in the light of its past experiences. This is best done by having the members evaluate their experiences. In order to evaluate a program effectively, an organization should have some

procedure for recording evaluations throughout the year. At Michigan State College the Agricultural Education Club has developed this procedure and has been well pleased with its results and we are presenting a report of it which we feel that other Agricultural Education Clubs, Teachers Associations, or F.F.A. Chapters may wish to adopt.

The Agricultural Education Club of Michigan State College was organized in 1940. It has several objectives of which one is to give students an opportunity to become better acquainted with each other and members of the faculty. In this it has prospered and provides social recreation for over one hundred members.

A second objective was "to provide experience for students in the many activities with which teachers of agriculture are confronted in their daily work." It was the opinion of the club members that not enough experience was provided for prospective teachers. It was for this reason that a service committee was appointed last year to plan various activities with educational value in which members would be able to participate.

Activities of the Club

The following are some of our past year's activities: sponsors for the delegates to the National F.F.A. Convention of Kansas City; judging public speaking and demonstration contest for the Future Farmer chapters; ushering for Farmers' Week programs held on the campus; providing programs for Future Farmer Chapters, and assisting with the State F.F.A. Convention and State F.F.A. agricultural contests. It must be noted here that our activities had to be confined to the general area of the campus with the exception of the Kansas City trip. The Club cooperated and moved to pay mileage for travel to provide services to local F.F.A. chapters.

Method of Evaluation

We evaluate to a certain extent everything we do but, unless it is an organized evaluation, it has little affect on future activities. Even worse, we may draw the wrong conclusions because of personal prejudices. An evalua-

tion should therefore be necessary before the new committee could plan for the next year. Special attention should be directed to eliminate those activities which members felt had no educational value—the main objective of this program.

Our method of evaluation was planned so that as soon as an activity was completed, it was evaluated. This was done so that we might receive the first impressions of those who had participated and would eliminate their attempting to recall enough to fill out a survey blank at some later date. A 5x8 card was used to collect this information.

At the end of the year we had about seventy of these cards for all activities. In some cases we received as many as six cards from the same individual and from three to nine from different individuals for same activity.

Results of the Survey

The suggestions offered were many and constructive. One of our activities, ushering during Farmers' Week failed to receive any favorable comments in regard to educational value received. It was a necessary part of Farmers' Week planning but, as it failed to fulfill our objectives, it was dropped as a club activity. The judging of public speaking and demonstration contests was rated high in educational value received, but we were informed that we had not advertised this service sufficiently so that we had not received as many calls as we might expect. This will be corrected.

Evaluation of Important Activities of the Agricultural Education Club

ACTIVITY	Number Helping	Number Rating	Reactions	Comments
Counselors to F.F.A. members at National Convention	10	9	Very favorable	Desire a greater part in the planning of the activity
Assisting with F.F.A. Agricultural contests	15	12	Very favorable	Desire to see more of the contests
Assisting during State F.F.A. Convention	12	9	Very favorable	Desire a greater part in planning
Judging local F.F.A. contests	4	4	Favorable	Make service available to more chapters
Providing entertainment for chapter programs	5	4	Favorable	More supplies needed to be adequately prepared
Preparing booth for M.S.C. activity carnival	6	2	Favorable	No suggestions
Speaking to H.S. seniors about careers in agriculture	3	3	1 unfavorable 2 favorable	Are college students qualified for this?
Ushering at Farmers' Week	8	6	Unfavorable	No need; no educational value

Assisting with the State F.F.A. convention was an activity rating high. Without exception, all who helped expressed their need for this experience.

Other recommendations were that the club should sponsor activities, such as demonstrations of the various animal skills, to be offered to the club members. To date two of these have been scheduled and very favorable reaction from club members has been received. Others recommended that the Club have on hand a supply of music which would be available to plan entertainment for programs of F.F.A. Chapters.

Activities for Current Year

Many new activities have been added to our program in accord with the comments on the survey card. One of these is a week-end camp to develop leadership for social recreation, camping, and leadership training. Another is instruction in the proper use and construction of visual aids. These plus those on which we received favorable comments in last year's program make up our list of service activities for the present year.

At Michigan State one term of the senior year is spent off the campus at a practice teaching center. Therefore, during that term participation in club activities is limited. It was recommended that the Service Committee be composed of club members who are not in their senior year. Also, it was recommended that the chairman shall have served as a member of the committee during the previous year.

Latest forecasts by the Bureau of the Census and the Scripps Foundation for Research in Population Problems indicate that the population of working age (those between 18 and 65) would include 5,328,000 more persons by 1955 than in 1945.



Three groups gather at the banquet table.

Teamwork solves local problem

DALLAS CORNETT, Teacher, Marion, Ohio

Concerted action promoted by the teacher gets results. Agricultural education makes a difference.



Dallas Cornett

THE F.F.A., the young farmers' association, and the adult farmer group of Pleasant met to have a combined *Super Duper* banquet. Present were about 20 F.F.A. members, 18 young farmers, and 70 adult farmers.

As I sat there looking at the speakers table, I wondered? What progress had been made? What yardstick could be used to measure this? This is the one I used. Had anything happened out on the farms? Finding the practical problems to solve in a community is a hard enough job, going on and finding a true solution is still harder; but the most difficult of all is to get it applied on the land.

What problems had we uncovered? Had they been applied to the land? Let me outline the progress of the main problem for the year. *Lime*. We had access to numerous quarries in our community but all we could get was practically road-grade material. What could be done about it?

Ed Riestler, a young farmer in the community had applied two tons of lime per acre to his land in two consecutive years and had not been able to raise the Ph to any appreciable extent. The lime was too coarse. The cry of the Extension Service and the Soil Conservation Service and other organizations was, "Something ought to be done about it." They did go to the different quarries and try to get something done but their answer was, "As long as farmers will buy it, that's what they are going to get."

Farmers as individuals had tried to do something about it. "If you don't like our lime, get it somewhere else," was the response they received from quarry operators.

The three groups served by vocational agriculture though the officers decided

to do something. The subject was included in all the programs at the same time. Four men of the adult group volunteered to go to the different quarries and pick up samples of material just as it would come to the farmer. This was done and the samples taken into the state laboratory for a fineness test.

I picked up one sample on the way to the laboratory. The manager of the quarry was most cooperative. (He didn't know that I was going to take his sample to the state for a test.) When I returned I called him and told him what I had done. He said that the sample we took out of the bin wasn't a true sample. That day the stone was wet and wouldn't go through a 1/16th mesh screen so we had to put in a 3/32nd screen.

Adult Class Looks Into Problem

In the adult meeting on Monday night, I showed the farmers how to figure the value of a ton of lime on the basis of cost per AVAILABLE TON. They chimed in with such objections to their lime as:

1. The truckers didn't cover the load with canvas.
2. They dumped in the field in piles when they started.
3. They didn't spread it evenly.
4. Too coarse a material.
5. Didn't stamp the fineness guarantee on the bill.
6. Allowed the lime to vary too much in quality.

The crescendo of voices said "DOG-GONE IT, SOMETHING MUST BE DONE ABOUT IT."

They decided that we should invite the quarrymen and a representative of the truckers to a future meeting. The farmers that had visited the quarries were asked to invite the quarrymen and one was asked to get a trucker.

How did I handle this hot issue with all three parties concerned breathing on the others' necks? It worked out this way. I started the meeting with "We

(Continued on Page 234)

Trainee's accomplishments

J. W. CARNEY, Supervisor, Tennessee

INSTITUTIONAL, On-Farm Training in Tennessee was perhaps the first program of its kind which offered teachers and supervisors an opportunity to establish, prior to its beginning, both minimum and operative criteria. Shortly after the program was put into operation in Tennessee, enrollment advanced at such a rate that it was necessary to simplify and stream-line operative criteria to the point that both the assistant teacher of agriculture and the supervising or regular teacher could evaluate progress for both students and classes at definite intervals with a minimum of time and effort.

Initial Program Evaluation

Two hundred and fifty productive man work units are considered a minimum in Tennessee for successful operation of a farm business. Farm programs for institutional on-farm trainees were set to contain a minimum of 187 productive man work units plus sufficient non-productive work units and improvement work units together with his training time to complete a full-time farming program.

The beginning criteria were established by setting up a measure which with certain minor variations for varying types of farming and topography would rather accurately determine in advance the size of the trainee's proposed farm program. This was further developed by determining through surveys the improved practices needed by the individual in his farm program. After the surveys were completed a list of improved practices to be put into operation during the year was made. The improved practices were given a point value based upon their relative importance to the farm program as a whole and the student was given point credit for each improved practice completed. The weight in points for improved practices completed was so adjusted as to total approximately one hundred and forty points to be earned each year in order to be considered as making satisfactory progress.

A summary is required of all improved practices completed during each quarter. This enables the supervising teacher and the county advisory committee to take any necessary action to weed out those students who are showing insufficient progress to meet the requirements for continuing in training. Some interesting individual accomplishments have been noted as a result of the evaluation process. One county which had an unusually large number of trainees who started artificial insemination had increased the number of cows served to the point that a county association was formed. Another class whose members all changed to hybrid corn had increased yields in sufficient quantities to more than pay the cost of their training program for the year.

(Continued on Page 233)

Farmer Classes

J. N. WEISS

MARK NICHOLS

Superintendent's views on the veterans' program

R. W. BOBBITT, Superintendent, Charlotte County, Virginia

FROM the beginning, I have looked upon the veterans' training program as an integral part of the educational program of the county. The veterans' instructors are considered members of the high school faculty and have free access to the facilities of the agricultural department in conducting their program. The supervisory staff of the State Department of Education and the State College of Agriculture have given every assistance in directing and supervising the program. Much of the success of the work is due the members of the Veterans Agricultural Training Committee. This committee is composed of representatives from other agricultural agencies in the county and has been of much help to the instructors and veterans in reviewing the program of each veteran to see that it meets his needs and is in keeping with his ability to carry out. Also this committee has rendered a valuable service to the instructors in recommending continuance or discontinuance of veterans in the program.

The veterans' program is no different from any other educational work in that its success depends largely on the instructor. We have tried in every case to secure the best qualified and most suitable teachers available for this work. It seems to me that every effort has been made by the Federal Government, Veterans Administration, the state and district agricultural supervisors, and the local school forces to offer veterans a program of instruction which will meet their specific needs and help to make them more successful farmers.

Active Program

In this county we have at present six well organized classes with an enrollment of 180. Approximately 90 per cent of those enrolled are married and have dependents. The subsistence allowance for these veterans, together with the salaries of the instructors, and the amount spent for teaching supplies and equipment add up to a considerable sum of money coming into the county. However, I feel that the improvement in the veterans themselves in becoming better farmers will be of much greater and more permanent value than the monetary consideration.

The work of these classes has been of a very practical nature, and since the veterans come from every section of the county, their work is going to have a very helpful influence not only on their own farming but on that of their neighbors. They have had frequent

tours to the best farms of the county with the soil conservation men and to the county experiment station.

They have purchased cooperatively for their own use large amounts of DDT, rat killer, poultry disinfectants, tankage, weed killer, and hybrid seed corn. Two members of the classes have raised much US 357 hybrid seed corn for sale.

Soil management

ALVIN W. DONAHOO, Teacher Education, University of Minnesota

Used by members of farm training classes for veterans*



A. W. Donahoo

AN investigation of the extent to which 300 veterans of World War II have applied improved soil management practices on their home farms indicated that members of farm training classes are using many more such practices than non-members. The study included the use of 23 practices by veterans in central Iowa during the years 1948 and 1949. Of the 300 veterans, 150 had been enrolled for one year or longer in an institutional on-farm training class, whereas the 150 members of the control group had not been enrolled in such classes. The data were secured through personal interviews.

Method of Procedure—A schedule was administered to veterans enrolled in classes in five schools offering farm training. Each trainee was asked to complete a schedule under the supervision of the investigator.

Members of both the instructed and the control groups were farming in the same general type of farming area in central and east central Iowa. This area was selected because at the time the study was made it included a number of districts where no veterans classes were being conducted as well as other districts which were being served by the five schools which had such classes. Veterans who were not in training were individually interviewed.

Both the control and the farm training groups were limited to owners and

*Based on Master's Thesis, Iowa State College, 1949.

Values Desired in Regular Program

In addition to the type of activities mentioned, much work of a more far reaching and permanent nature has been done by these classes of veterans. Much alfalfa and permanent pasture have been seeded. All veterans who own their own farms have started soil conservation plans. Many of them are changing from tobacco farming to dairy or beef cattle farming. Much home improvement can be traced directly to these classes, and many of these veterans have purchased their own homes during the past year.

Much more could be said about the value of the veterans' training program in agriculture, but it seems to me that in conclusion we all agree that this work offers to the veteran in a most practical and workable way the type of training which many of us had dreamed of and hoped to accomplish through our part-time classes and young farmers' clubs.

tenants, since it was believed that hired hands would not have had much opportunity to apply the improved practices studied. Each veteran was asked to check the improved practices that applied to his farming situation and the degree to which the practices had been incorporated in his farming program.

The completed schedules were divided into four groups, depending upon whether the veteran had completed one or more years of vocational agriculture in high school and upon whether or not the veteran was in the farm training program. Approximately 300 schedules were completed.

The degree to which any given practice was being used was given a numerical rating as follows: Always—4, Usually—3, Frequently—2, Seldom—1, Never—0. A mean score was obtained by scoring all items and the total score was divided by the number of practices that applied to a veteran's farming situation.

Statistical treatment consisted of analysis of variance, the groups being stratified on the basis of previous experience in vocational agriculture.

Findings—The soil management mean scores for the vocational and non-vocational subgroups are shown in Table 1. Since many of the objectives of the veterans training program are similar to those in vocational agriculture, an analysis of variance was made with stratification in regard to whether or not the young men took vocational agriculture while in high school.

By using an analysis of variance it was found that there was a highly significant difference in the soil management practices between groups in and not in training. The difference favored those in training.

(Continued on Page 232)

Closing the gap between research and practice

(Continued from Page 221)

Forms for Self-Evaluation

The self-evaluation sheets that were developed are shown below. Only those factors that the corn specialists felt were

SUMMARY SHEET

	Test Plot	Rest of Field
1. Crop grown on the field last year		
2. Acidity test showed the pH of the soil is		
3. Tons manure used		
4. Grade of seed purchased (rounds, flats, etc.)		
5. Hybrid which was used		
6. Pounds 10-10-10 plowed down		
7. Pounds of fertilizer applied in the row (analysis)		
8. Kind of cultivator used (sweeps or narrow shovel)		
9. Number of cultivations		
10. 2,4D was applied (yes or no)		
11. Pounds rye-grass sown after last cultivation		
12. Corn plants showed hunger signs of (check) N P K Mg		
13. Plants per acre at harvest		
14. Yield per acre		
15. Per cent moisture at harvest		
16. Average ear size—dry weight (15.5%)		

actually the keys to efficient corn production were used in the analysis. This year's results became the basis for next year's decisions and the establishment of new goals.

In Wise County, Texas, some forty miles northwest of Ft. Worth is the town of Decatur, county seat, with a population of about 3,000. In the entire county there is not a veterinarian, so when a recent outbreak of rabies occurred, the Future Farmers of Decatur undertook the job of vaccinating all dogs in the vicinity. Under the supervision of their Adviser, L. T. Blanton, they vaccinated over 200 dogs.

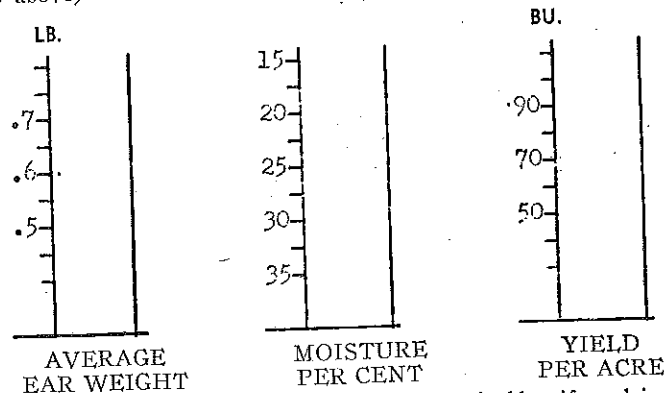
Texas Future Farmer



Field evaluation plays an important part in reaching efficient corn production goals.

Analysis of Field Corn Enterprise

Name: _____ Average ear weight: _____ c
 Address: _____ Variety: _____ Acres: _____ d
 School: _____ Class: _____ Date planted: _____
 Crop on field last year: _____ Date of yield test: _____
 pH test: _____ Manure applied: _____ Plants per acre (planned): _____
 Per cent moisture: _____ a Value of corn produced: _____ e
 Yield per acre: _____ b All other receipts: _____ f
 Fertilizer: Pounds Analysis Total expenses: _____ g
 pre-planting _____ Profit: (e + f) - g _____ h
 Starter _____ Labor income: _____ i
 _____ j
 Average ear weight: _____ Price per bushel: _____
 (From c above) e + (b x d)
 Per cent moisture: _____ Net cost per bushel: _____
 (From a above) (g - f) + (b x d)
 Yield per acre: _____ Labor income per acre: _____
 (From b above) (j + d)



(Color space between planned and actual performance in blue if goal is exceeded or in red if failed to achieve.)

Important practices and conditions which improved the production and income: _____
 Ways in which the efficiency of this enterprise might have been improved: _____



Local seedsmen cooperate in determining moisture in corn.



The value of rye grass sown in corn is pointed out by the teacher of agriculture.

Cooperative evaluation

(Continued from Page 223)

- _____ Have worked on one chapter committee.
- _____ Have not worked on any chapter committee.
- 3. Knowledge of F.F.A. Creed:
 - _____ Can recite the F.F.A. Creed without any assistance.
 - _____ Can recite the F.F.A. Creed with less than five errors.
 - _____ Cannot recite the F.F.A. Creed.
- 4. Attendance at meetings:
 - _____ Have attended 95 per cent of the chapter meetings.
 - _____ Have attended 85 per cent of the chapter meetings.
 - _____ Have attended less than 85 per cent of the chapter meetings.
- 5. Co-Operative activities:
 - _____ Have aided my chapter in accomplishing three co-operative activities listed on program of work.
 - _____ Have aided my chapter in accomplishing two co-operative activities listed on program of work.
 - _____ Have aided my chapter in accomplishing one or less co-operative activity listed on program of work.

- _____ project to raise money.
- _____ Have aided my chapter in no projects to raise money.
- 8. Publicity:
 - _____ Have assisted our chapter reporter in writing two articles for our publication.
 - _____ Have assisted our chapter reporter in writing one article for our publication.
 - _____ Have not written or assisted in writing any article for publication.
- 9. Scholarship:
 - _____ Have a "B" average or better in all classes.
 - _____ Have a "C" average in all classes.
 - _____ Have less than a "C" average in all classes.

III. Rating Scale for Classes in Agriculture and Farm Shop:

1. Recitation:
 - _____ Do you continually help out with the class discussion? (2 or 3 times a day).
 - _____ Do you occasionally help out with the class discussion? (Once a day).
 - _____ Do you very seldom help with class discussion?
2. Attitude in Classroom:
 - _____ Do you help to make the class a success by paying attention and being in your seat on time?
 - _____ Do you have to be spoken to so that you will pay attention during class?
 - _____ Have you had to be punished during the last semester for not co-operating in the classroom?
 - _____ Do you co-operate to make every field trip the very best?
 - _____ Have you had to be spoken to because you did not co-operate?
 - _____ Has it been necessary for you to remain at school because you could not co-operate?
4. Notebooks:
 - _____ Have you had an "A" average on your notebooks?
 - _____ Have you had a "B" average on your notebooks?
 - _____ Have you had a "C" average or less on your notebooks?
5. Examinations:
 - _____ Have you had an "A" average on all your exams?
 - _____ Have you had a "B" average on all your exams?
 - _____ Have you had a "C" average or less on all your exams?
6. Attitude in farm shop:
 - _____ Do you remain on a job until it is finished?
 - _____ Do you have a tendency to have a couple of jobs in progress?
 - _____ Do you have to be spoken to before you will complete your work?
7. Planning Shop Projects:
 - _____ Are my shop projects well planned before I start work on them?
 - _____ Are my shop project plans occasionally written up?
 - _____ I do not make out my shop plans.
8. Suitability of Shop Project:
 - _____ All my shop projects are related to the rest of my farming program.
 - _____ Only half of my shop projects are related to my farming program.

(Continued on Page 234)

A look at F.F.A.

A. K. TEMPERLEY, Superintendent, Toppenish, Washington



A. K. Temperley

THE evaluation of any school program should be done in the light of the objectives of the entire program as well as the objectives of the particular segment of the program being evaluated.

If we accept as the primary aim of public school education the development of good citizenship traits, the development of the ability to support oneself, and the ability to live with others in a cooperative manner, the F.F.A. aims and purposes meet the requirements of American education.

How well the F.F.A. program in practice will meet its objectives, of course, is the "proof of the pudding."

The chapter's program of work develops the qualities we expect in good citizenship. It outlines the year's objectives and provides every boy in the chapter the opportunity to work with others in achieving a goal whether that goal be to have a successful week-end camping trip or to assist with a project to beautify the F.F.A. meeting room. It would seem to me that the preparing of the chapter program of work and the attempt to carry out the program to a successful conclusion is of prime importance in arriving at the aim and objectives of the chapter.

The Toppenish Chapter has in the past, and will in the future, take part in public speaking contests and parliamentary procedure contests. We feel that our boys grow in their ability to express their ideas in an understandable manner if trained in these practices. Another place where this type of training is secured is through the annual banquet. Our boys have had the experience of planning their banquet and have had the experience of a fine contact with agricultural leaders through this medium. Their monthly meetings conducted in a business-like way have assisted in preparing some of our school leaders. Our farm boys are active in the affairs of our student body. No boy can go through the ritual of opening and closing a chapter meeting without being aware of a feeling of love of his country, as well as a love for his chosen vocation.

Fortunately our athletic program in F.F.A. has not reached the proportion of having to have a winner every time they compete. Interclub contests are conducted for the pleasure of the sport rather than for a winner. This is probably one of the best ways we have of giving the boy who cannot make the "first team" an opportunity to exercise his athletic ability without being under the pressure of winning all the time.

Such social affairs as the boys engage in under the direction of F.F.A. tend to enhance the social aspect of farm life and lend a dignity to farming as a calling. Regular business meetings and interclub social visits tend to elevate farming as being a good way of life.

Probably the most important part of the F.F.A. program as a developer of citizens of tomorrow is the supervised project work carried out under F.F.A.

Under the supervised project program the boy has the advice and council of not only his instructor but of experts in the field of his operation. The keeping of the necessary records on the project will be invaluable when carried out with larger operations after school days are over.

The "floating" of a loan at the local bank (and we have fine cooperation from that source) and the repayment of the loan is an experience that gives

the boys an idea of how much hard work it takes to meet one's obligations.

We all take pride in accomplishing something. The F.F.A. program gives each boy a chance to compete with himself in his own field and to end up with more than he had at the start. Even though his project ended with a monetary loss the experience gained in carrying his project through to completion will aid him in his next undertaking. If his accomplishment warrants competition with others he is given the opportunity of showing his product alongside of others. He has accomplished something if he "shows" his product. Should he be fortunate enough to win a third place ribbon his joy knows no bounds. Should he fail to get the ribbon he has the satisfaction of having tried, and the association with others is a worth-while experience.

Yes, as a school administrator I think the F.F.A. program does its part in developing the kind of man we want to have running our nation as time goes on.

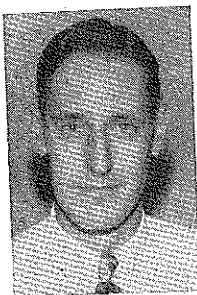
Future Farmers of America

H. N. HANSUCKER

F.F.A. and the community

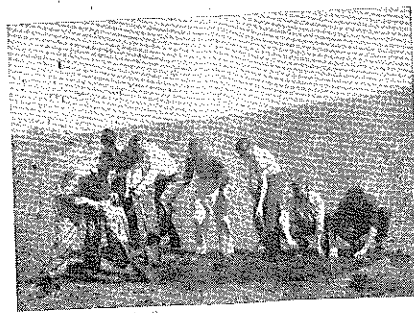
JAMES E. HAMILTON, Adviser
Audubon, Iowa

OPPORTUNITIES are almost unlimited for local chapters of the Future Farmers of America organization to be leading influences in their communities. Increased income, improved community appearance, leadership training, recreational facilities and health promotion are ways in which the F.F.A. can contribute to community well-being.



James E. Hamilton

Actually, the only limits for the local community is the time available to do



Planting kudza on gully bank.

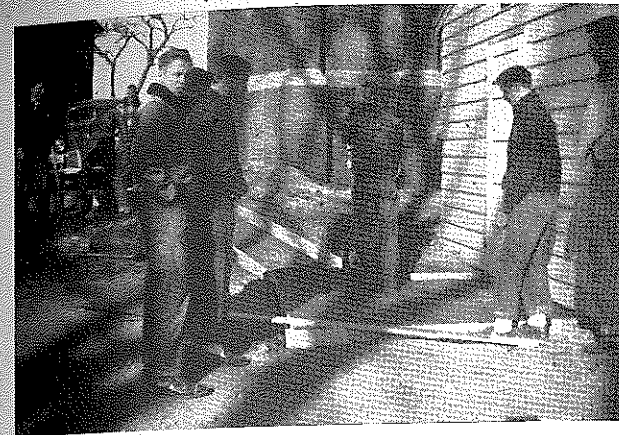
F.F.A. chapter to be of value to their the work and the desire of the instructor and the chapter members to participate in worth-while community projects to further the cause of better agricultural methods and rural life in America.

The F.F.A. can contribute to the community wealth by any one or several of the following: (1) the project of introducing improved crop varieties including corn, oats, potatoes, forage crops and garden seeds or improved strains of livestock through test plots and demonstrations; (2) Publicizing improved practices by demonstration in livestock and crop production, i.e., spraying to reduce weeds in corn, home mixed pro-



Ready for field day demonstration. Tests and minerals, corn varieties and forage and other types of test plots where crops are compared for local adaptability. Today many chapters are doing experimental feeding of livestock and comparing the results of different feed formulae.

Clean-up and paint-up drives, planting roadside parks and encouraging homestead beautification are ways the F.F.A. can contribute to better community appearance.



Working on school improvement project.



Shelling corn for moisture samples.

Many of the F.F.A. officers turn out to be leaders in their communities after successful establishment in farming. Leadership training and practice in F.F.A. parliamentary procedure thereby adds to the leadership experience of the community.

F.F.A. chapters have held spraying demonstrations for fly control and have given rat control demonstrations to aid in the health programs of their communities. These are only a few of the many activities that could be and are being organized by local chapters to aid in the health improvement programs of their communities.

Education and recreation are combined many times in chapter program of work. Soil conservation field days, contour plowing contests, soil conservation tours and other demonstrations where controls are used are often recreational as well as educational. For example, last June the Audubon County chapter of F.F.A. cooperated in conducting a soil conservation tour to points illustrating good and poor types of soil management. The chapter then served lunch to the attending farmers at the close of the tour.

Chapter memory book

JOSEPH C. HUFFMAN, Adviser
Front Royal, Virginia

Many F.F.A. chapters have kept a scrapbook from year to year, to record the important events and accomplishments of its members. Some have no doubt compiled a memory book of the years activities in mimeograph or printed form similar to the school annual.

The Boyce and Berryville F.F.A. chapters in Clarke County, Virginia conceived the idea of having published a memory book of all the important events, activities and accomplishments, from the time they were first organized and received their charter—up to the present date. For the Boyce Chapter it was a 30-year history. For the Berryville Chapter it was a 25-year history.

It was entirely fitting that the Memory Book be published at this time, since the 1948-49 school year marked the close of the two chapters, due to the

consolidation of the two high schools in Clarke County.

The front cover is attractively bound in hard blue board with gold letters, with F.F.A. Seal in the center. Each member may have his name on the front in gold letters.

The arrangement of the Memory Book, is as follows:

- I. Dedication—To all the former members who were killed in World War II.
- II. Photostatic copy of original Chapter Charter.
- III. Chapter—1948-49—Group and individual pictures of present and former members.
- IV. Supervised Farming—Pictures of

enterprises of present and former members.

- V. *Cooperative and Community Activities*—
- VI. *Farm Mechanics—Activities* of all members and former members.
- VII. *Miscellaneous—Activities* of all members and former members.
- VIII. *History, Recognitions, Outstanding Accomplishments*, in chronological order. (List of all members awarded State and American Farmer Degree—with year awarded).
- IX. Complete list of all former members by class and instructor, showing present address and occupation.

Securing member participation

DIRK W. MILLER, Adviser, Jefferson, Iowa



Dirk W. Miller

IN an F.F.A. chapter, as in many other organizations, it is difficult to obtain active participation by all members. Frequently it is the busiest member who is given additional work or carries more than his share of the load. Perhaps it is a natural characteristic of many people to let "George" do it. However in our chapter we have secured good member participation by selecting interesting and active projects.

The procedure used in selecting activities is to have the executive committee discuss the possible activities. The committee selects activities, which they feel to be most desirable. The activities selected are presented to the chapter for final action. Having selected their own activities, the members feel responsible for their success.

The executive committee considers the following when discussing proposed projects and activities:

1. Choose a project that requires action.

The Jefferson chapter has rented a small farm of forty acres and an ad-

ditional ten acre field on the edge of town. The members carry out all farming operations normal to the area. The members are eager to take part because they are accomplishing something of practical value. The work is, by necessity, carried on during class time and free study periods.

2. Choose projects that drew favorable attention from adults.

The chapter seeded part of their farm to an alfalfa brome combination. They followed good practices in seeding and got an excellent stand on very poor soil. Farmers, noticing the results, called in and asked the boys to describe the methods used. The boys were pleased with the recognition and confidence. Other activities, such as supporting a family in Greece, attract community interest.

2. Choose projects that draw favorable returns.

Our chapter owns a Farmall tractor, a disc, plow and a harrow. Chapter members have as a goal, the purchase of additional equipment and a station wagon or pickup. When members cannot help, the members who do work are paid wages. The money is credited to their account to help defray expenses of their senior trip. Pigeon hunts, custom work with the tractor and equip-

(Continued on Page 234)

Soil management

(Continued from Page 227)

TABLE 1. Soil Management Mean Score

Curriculum	Farm Training for Veterans	Control	Both
Vocational Agriculture	2.071	1.535	1.803
Non-vocational Agriculture	2.043	1.535	1.789
Both	2.057	1.535	1.796

It was somewhat surprising to find there was no significant difference in the soil management practices of those who had taken and those who had not taken vocational agriculture in high school. However, it should be mentioned that the average age of the veterans included in the study was approximately 28. At the time that these men were in high school, 10 to 14 years ago, little emphasis was placed upon the importance of many of the soil management practices which were investigated in this study.

Care was taken to eliminate disproportionality in respect to the number of young men who had taken adult or young farmer classes before being enrolled in the farm training classes for veterans. The mean scores made by men having had or not having had adult or young farmer work are shown in Table 2.

By using an analysis of variance, it

TABLE 2. Mean Score of Men Having Had or Not Having Had Adult or Young Farmer Courses.

Groups	Adult Farmer	Young Farmer	Both	Neither
Farm Training for Veterans	2.278	1.916	2.001	2.051
Control	1.886	1.788	2.311	1.404
All	2.083	1.852	2.156	1.728

Our human relationships

(Continued from Page 220)

to discuss is not so important at this stage as the need to realize that we need to do more in making "desirable changes in people."

It Can Be Done

To the teacher who devotes his entire attention to securing improved agricultural practices, regardless of human values this article may seem to be useless and impractical. Yet thousands of teachers of vocational agriculture have demonstrated that they can make desirable changes in agriculture and desirable changes in human beings without any conflict between the two accomplishments. In fact, our philosophy as teachers of vocational agriculture

TABLE 3. Difference in Use of Soil Management Practices by Instructed and Control Groups.

Significant Difference Favoring Instructed Group	No Significant Difference
Test Soil for Lime Requirements	Application of Lime Where Needed at Least Six Months Before Seeding Legumes
Application of Lime According to Soil Test	Grass Waterways Used Where Needed
Test Soil for Fertilizer Requirements	Establishing Grass Waterways Where Needed
Application of Fertilizer According to Soil Tests	Application of Nitrogen Fertilizer for Oats
Application of Fertilizer without Making Soil Tests	Plowing on the Contour
Application of Potash Fertilizer to Alkali Spots	Planting Row Crops on the Contour
Use of Legumes as a Green Manure Crop	Use of Terraces
Use of a Field Map to Record Improved Soil Practices	Use of Strip Cropping on Rolling Land
Use of Diversion Terraces While Establishing Grass Waterways	Use of a Combination Legume and Grass Crop in the Rotation
Use of Conservation Practices to Encourage Wild Life	Turning Under a Legume and Grass Sod Crop on Same Field each year
Improvement of Permanent Pasture by Seeding Legume Mixtures	Storing of Barnyard Manure to Conserve Fertility
	Application of Barnyard Manure in the Spring After the Frost has Gone Out of the Soil

was found that there was a significant difference in the soil management practices of those who had participated either in adult farmer or young farmer classes, or in both types of agricultural education programs before enrolling in the farm training program for veterans.

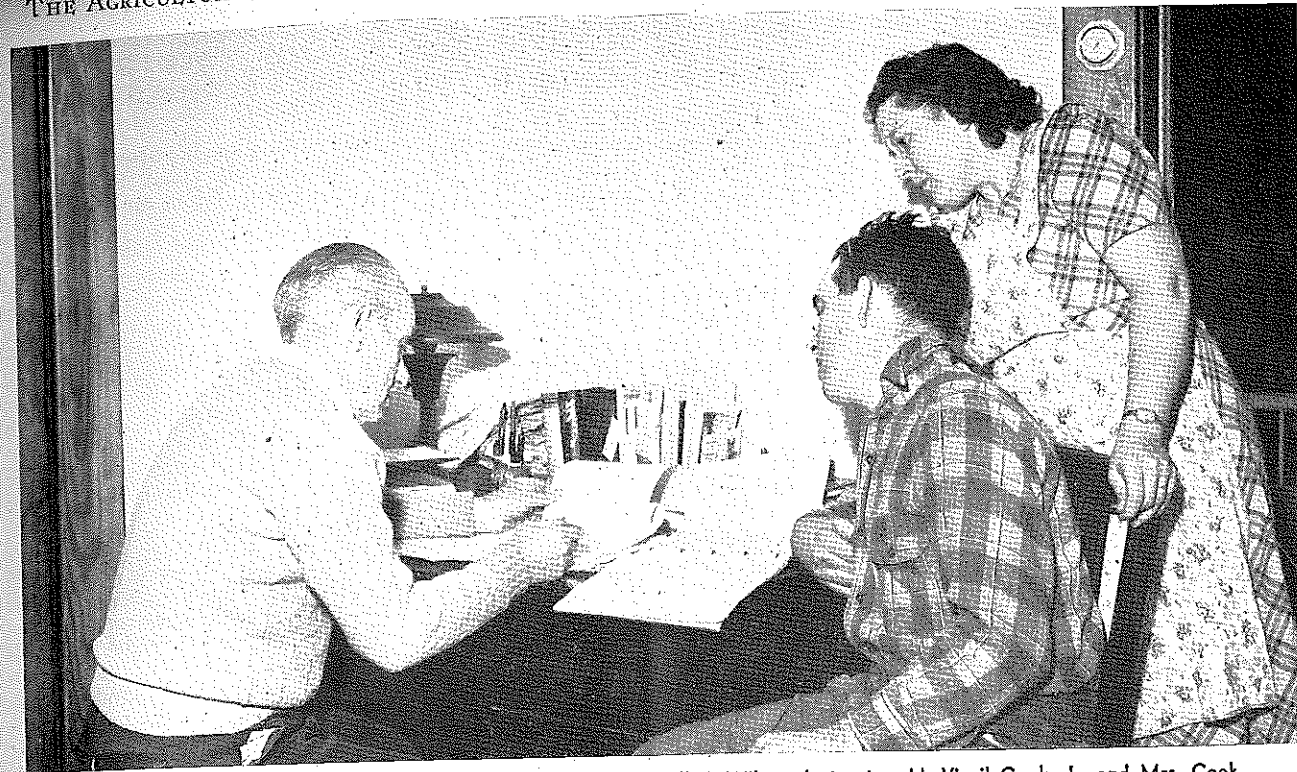
To identify the soil management practices in which those in training may have excelled, chi square was computed on each individual practice. Approximately 48 per cent of the twenty-three soil management practices on the schedule showed a significant difference in favor of those in training. In Table 3 the practices are shown in which there were significant differences as well as those items in which there were no differences.

Satisfactory evidence was found in this study to indicate that veterans in the farm training classes in central Iowa are putting into effect improved soil management practices to a significantly greater extent than are similar veterans not enrolled in these classes.

became a thinking individual with a goal in life.

We cannot change the lives of youth, but we can help them in making their own changes. As the appraisal of our professional achievements is important in helping us to extend and refine our accomplishments it has value.

It is estimated that the equivalent of rural to urban migration costs rural areas 15 to 20 billion dollars every decade, represented in the value of education, rearing, and settlement of estates and rent payments to rural young people who migrate to cities. In general, the extent of migration to and from farms follows closely the trend of general economic conditions. When industrial employment and production are high, migration from rural areas is high also, and vice versa.



Measuring trainee's progress, at Macon, Missouri; left to right—Russell E. Wilson, Instructor; H. Virgil Cook, Jr. and Mrs. Cook.

Appraising progress - - -

(Continued from Page 222)

provisions for showing the definite amount of progress at the end of each year. However, this does not mean that the form should be used only once a year, for the evaluation of a trainee's progress should be a continual process throughout the training period. The instructor should record accomplishments of the trainee as they are made and plan new approved practices. Ample blank space should be left on all enterprise sheets to add unforeseen approved practices that become applicable to the trainee's needs.

The evaluation should take place on the farm with the trainee helping to plan and measure his own progress. It is best to start with the project most interesting to the trainee, which usually is his major enterprise.

Trainee's accomplishments

(Continued from Page 226)

Evaluation of 1948 Programs

At the end of the 1948 crop year a comprehensive summary by classes was forwarded to the state office. These reports gave accomplishments by individuals of the more important improved practices and other facts which could be used in determining the overall progress of the program in the state. Some of the more important things disclosed by this summary are as follows. The number of share croppers and renters in the program had decreased from approximately 75 per cent at the start to 66 per cent at the end of the 1948 crop year. Land owners have taken the corresponding change from 25 per cent at the start of the program to 34 per cent at the end of 1948. The average veteran seems to invest his money in four parts; two parts going for in-

Summary Page Showing Completion of Three Years' Training

	Possible	Present	End 1 Yr.	End 2 Yr.	End 3 Yr.	End 4 Yr.
I. Self-improvement	100	95	95	95	95	95
II. Farmstead improvement	100	60	70	75	80	80
III. Use of capital and facilities	100	70	75	75	80	80
IV. Livestock	500	200	250	300	340	
V. Soil fertility and crop production	500	250	260	280	300	
VI. Family food supply	100	70	70	80	85	
Total		745	820	905	980	
Trainee's progress			75	85	75	

Conclusion

Some instructors fail to see that evaluation is an integral part of good teaching and is necessary in order that the trainee will be adequately taught. The measurement of progress must not be limited to a few tangible results or a group of unrelated approved practices. Therefore, comprehensive

evaluation should show to what degree the desired changes in behavior have taken place both on the farm and in the classroom. It is safe to conclude that the primary purpose of evaluation is to show the instructor and the trainee the latter's position in regard to approved practices, and to aid both, in planning the trainee's future instruction.

creasing his farm inventory, one part for improving the farm homestead and one part for miscellaneous. Approximately one veteran in every three repaired or remodeled his barn, repaired or remodeled his house, built some other farm building, wired his house for electricity, and produced fifty to seventy-four per cent of his family food supply.

The study indicated improvement of home living conditions to be good to excellent. More than half of the 28,717 trainees reporting produced more than seventy-five per cent of their home food supply. It was revealed that 2,688 built new houses while 21,953 either repaired, remodeled, or painted their dwellings. Wiring for electricity was installed by 8,411; 1,936 installed plumbing systems.

The study indicated that the program in general is only mediocre in soil conservation but is showing some improve-

ment. Less than one-third of all trainees reporting are members of the soil conservation program. The fact, however, that only a small percentage over this number are land owners may account for this condition.

The fact that only 18 per cent of all trainees enrolled have farming programs requiring over 246 PMWU indicates much work is needed and probably some changes must be made in the farm management area.

The comments on the two foregoing areas indicate some questionable standards in our operative criteria. These unfavorable areas are located easily at the end of the training year but it is then too late to make required changes. The study made at the end of the year to determine total progress not only gave us that information but revealed strong and weak points in our criteria.

Teamwork solves local problem

(Continued from Page 226)

are gathered here to thrash out a problem with which we are all concerned. We have the lime producers, the truckers and the lime users. We each have our problems and our pet gripes. Let's give each group its opportunity to tell its side of the story. How about starting with the quarrymen?"

We then gave them a chance to bring out the facts that with the way farmers were sending in orders, all their business came at once. This kept them too busy at times and idle at others.

The truckers were next with the complaint that "We're in the middle. We catch the dickens from the farmer if the lime is too coarse and the quarrymen just send us out to somebody else if we have to take it back."

This then gave the members a chance to get their pet gripes off their chests. Lime is too coarse, lays in piles on the fields, and is unevenly spread.

A summary was then made of what each group should do for the benefit of all three. This, however, did not get the local quarrymen to change the fineness of their lime.

After we had dismissed our guests, the quarrymen and the truckers, we resolved to go thirty-five miles out of the community and get the quality of lime that was desirable even though it cost over a dollar a ton more.

Result: A member of that committee reported that we used over 1,500 tons of the Forrest Lime this spring and summer.

This idea has permeated the whole community and members of other communities are pointing to this accomplishment to say that something can be done about such things if:

1. The need is vividly brought out.
2. A local community is organized to do effective work.
3. A plan of action is adopted and carried out.

This one accomplishment alone has seemed to add materially to the community. It has brought good quality lime to our farms at a lower cost, and secured a promise of better lime to be had from local quarries. Yet, greater than this, it has brought to each group a feeling that we can do something about it.

The F.F.A. has cooperated with the two adult groups on this problem by giving public speeches on this topic. The winner of our local chapter speaking contest was second in the district with the story of "Local Community Cooperation Pays Off."

Our F.F.A., our young farmers' association, and our adult group learned to work together. This last year for the first time, all the officers of all groups met several times during the year to push toward common goals. The year ended with all the groups electing officers before our first "All Ag Banquet." Each new slate of officers had a temporary plan for the new year and perfected it during the summer. Each group was becoming increasingly aware of the others and had a pride in ac-

Selecting a farmer for certificate of recognition

Each FFA chapter in the state may select one farmer residing anywhere in the community in which the chapter is located for the honor of the Certificate of Recognition. In selecting a farmer for this honor, the following points should be considered:

1. Has he developed a quality farm product of any kind?
2. Has he devised or adopted a superior method of marketing his products?
3. Is he employing on his farm superior methods in breeding, disease prevention and sanitation, feeding, and crop production?
4. Is he a broadminded, cooperative citizen, interested in worth-while community activities and active in their promotion?
5. Is he a farmer who is fostering the education of boys for farming, and cooperating in the development of farming programs that will further such training?

Wisconsin F.F.A.
State News Letter

Securing member participation

(Continued from Page 231)

ment, income from the farm and specialty work for farmers also bring financial returns.

4. Choose recreational activities.

The senior boys take a trip sometime during the summer following graduation. A scorecard of points is kept for each boy during his high school career. Points are earned for attendance at meetings, project completion, participation in various activities and scholastic averages. The boys are free to choose the area of the country they wish to visit. Usually they prefer to see new and different types of farming.

5. Choose varied type of social activities.

We have found that members will participate. By participating in the various activities they broaden their personalities. They also get valuable training in real life situations and this helps to prepare them for balanced living as well as proficiency in earning a living.

It was a sense of accomplishment for me because I could see all of these organizations taking over their real responsibilities on their own for the first time. Up until this banquet it seemed that every thing that was done took so much pushing and effort on my part. Here at last was the promise of each leader of each group getting a glimpse of his responsibility and feeling that he would do more as he more clearly saw the full scope of his organization's opportunity. The groups were starting to work as a team. I breathed a sigh of tired relief and felt that at last I could sit back and be *The Architect* to the program instead of the plumber, the painter, and the general handyman.

Our veterans

W. J. POWERS, Teacher,
Minotola, New Jersey

Education of veterans cannot be confined to classroom alone. For them to reap full benefits from agricultural instruction, hours have to be spent over a kitchen table in discussion of plans for the farm. Many times the personal angle is of prime consideration. Many of our trainees have never had anyone take an interest in their work, their home or family. We took it upon ourselves to have one of our veterans released from jail early last spring. With constant guidance, this trainee has proven to be an excellent workman and we are sure he will maintain his place in society.

In another instance the prospective trainee was rapidly going down the road to alcoholism. His wife asked if he couldn't be taken into training, and he was, some four months ago. This was a case of bad association; the veteran had not been able to find friends amongst the good element of the community. Again in this instance it was our job to spend hours with this veteran, to start him off again on the right track. Today this man has completely changed; his neighbors have remarked of his good conduct, and we feel that our labor has not been in vain.

Our main job is the teaching of agriculture but there are many times when

Cooperative evaluation

(Continued from Page 229)

- My shop projects are not related to my farming program.
- 9. Shop projects:
 - Have you had an "A" average on your shop projects?
 - Have you had a "B" average on your shop projects?
 - Have you had a "C" average or less on your shop projects?

Student Tabulation Sheet

DIRECTIONS: Tabulate your answers in the following chart. Do this by counting up all blanks checked in each division and enter them in the appropriate column as to whether they were 1st, 2nd, or 3rd blanks in the division.

	Total Number of Blanks Checked		
	1st	2nd	3rd
I. Supervised Farming Program.....			
II. Future Farmers of America.....			
III. Class Work in Agriculture and Farm Shop.....			
Total for each column			

Give yourself the grade you think that you deserve after you have rated yourself in the above chart.

FELLOWSHIP

Teacher elected to editing-managing board



Maxwell Lampo

MAXWELL LAMPO, Neosho, Missouri, was graduated from Missouri in 1940. Prior to his college work, Maxwell had completed four years in vocational agriculture earning the degree of State Farmer in 1934. He is now completing his tenth year as a teacher of agriculture, and the second year at Neosho which was, and is, his home town. Among the many positions of leadership which he has held are listed: President, Missouri Vocational Agriculture Teachers' Association; and Vice-President of the National Association.

Building a slide viewer

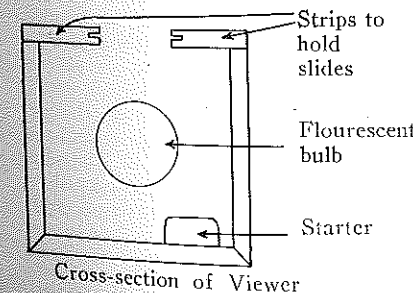
An outstanding way to attract attention and add color to fair booths or an open-house display is by the use of color slides or transparencies to visualize the activities of vocational agriculture.

The slides are displayed to the public by a viewer that illuminates the transparency from the rear but does not enlarge them. Many departments do not have access to a portable slide viewer. This need not prevent them from using slides for display purposes, as a viewer can easily be made in the shop with inexpensive materials.

Obtain a fluorescent bulb (about 20 watt size), the two electrodes and a starter from any electrical shop. Instructions for wiring the equipment are printed on the starter. Construct a light box of wood, 4"x4"x28", to enclose the unit, leaving only the top open. This open side will display the slides.

In order to build the slide-holder, obtain two strips of wood, 3/4"x1 1/2"x28", and saw a groove lengthwise on the thin side as the diagram illustrates.

About twelve transparencies can be slid in via the end. The light at the ends is scaled off with dark strips of card-



New special editor a teacher



L. E. Cross

MR. L. E. CROSS grew up in Oregon and started his career in vocational agriculture as a high school student in Crook County. He went on to Oregon State College and obtained his B.S. degree in 1931. His experience in agricultural education includes the following: Served as director of agriculture in Canby Union High School, Oregon, 1931-34. Teacher and director of agriculture at Fortuna Union High School, California. Since 1943, he served as teacher and director of agricultural education in the San Jose Public Schools. At the present time there are ten teachers of agriculture in the department. Cross has held numerous leadership positions including the presidency of the California Agricultural Teachers Association and the National Vocational Agricultural Teachers Association. He has completed work on a Master's degree at the University of California and will receive the diploma this June.

New chairman



G. P. Deyoe

AT the A.V.A. Convention G. P. Deyoe of Illinois was elected Chairman of the Research Committee for the Agricultural Section. By training and experience he is eminently qualified for this assignment.

The committee is pressing forward on an active program which embraces three major projects.

1. Compilation and publication of *Studies in Progress*.
2. Preparation of a bulletin, *Summaries of Studies in Agricultural Education*.
3. Promotion and active participation in a national study of the program for training farm veterans.

board. When the slide displayer is given a coat of paint, it makes an attractive piece of apparatus for the department and makes a real contribution in dressing up and adding color to the vocational agriculture booth.

E. M. Juergenson, Teacher Education, University of California, Davis

Ralph H. Tolbert



Ralph H. Tolbert

MR. TOLBERT was reared near Athens, Georgia and was graduated from Winterville High School. He holds the A.B., B.S. in Agriculture, and M.S. degrees from the Univ. of Georgia. He has completed all work except the dissertation for his Doctor's degree at Ohio State University.

He taught for twelve years in the public schools of Georgia, ten years of which was devoted to teaching vocational agriculture.

For nine years he has been a member of the staff in Agricultural Education at the University of Georgia. For two years during the war he served on the Education Panel of the Agricultural and Industrial Development Board of Georgia in educational-planning.

Alpha Tau Alpha

Secretary-Treasurer

E. J. F. EARLY was elected to a four-year term as National Secretary-Treasurer, Alpha Tau Alpha, at the 1949 conclave.

He was born on a farm in Ray County, Mo. Early received the B.S. in Agriculture Education in 1938 from the College of Agriculture, University of Missouri, and his M.Ed. from Colorado A & M College in 1949. He



E. J. F. Early

taught vocational agriculture at California, Missouri, from 1938 to 1941 and at Lexington, Missouri, from 1941 to 1948. After a short period as district supervisor of vocational agriculture northwest Missouri, he moved to Colorado A & M College as Assistant Professor of Agricultural Education in the Department of Vocational Education and teacher training in November, 1948.

He was initiated into A.T.A. in 1937 in the Nu Chapter in Missouri.

New resource

The revised (1950) edition of the Encyclopedia of Educational Research was issued on January 1. It contains a section on Agricultural Education, extending from page 35 to page 44, which was prepared by H. M. Hamlin and G. P. Deyoe of the University of Illinois. Included in the section on Agricultural Education is a list of 89 references to research in that field.

Occupational distribution

JOSEPH T. HUDSON, Teacher, Birmingham, Alabama

A study of some 500 former Negro students of vocational agriculture in Alabama.*



J. T. Hudson

former Negro students of vocational agriculture in Alabama.

Purpose of the Study

An effort was made in this investigation to get indications concerning: (a) the proportion of Negro former pupils of vocational agriculture in Alabama who are actually farming, or are in occupations related to agriculture; (b)

Studies and Investigations

E. B. KNIGHT

the farming status of former Negro pupils of vocational agriculture in Alabama, and (c) to discover some facts that may aid in setting up guidance programs and curricula for Negro vocational agriculture pupils in the high schools in Alabama.

The hypothesis that the majority of the former pupils are not in farming or related occupations was tested. Other hypotheses tested were, that differences with regard to: (a) the length of time the department of agriculture has been established, (b) the time the teacher of vocational agriculture has been working in the department, (c) the size of department, and (d) the educational attainment of pupils at the time of leaving school, are associated with difference in the present occupations and status in farming of former Negro pupils of vocational agriculture in Alabama.

Procedures Utilized

A letter was sent out to all 42 Negro teachers of vocational agriculture in Alabama inviting them to participate in the study. This letter attempted to explain the purpose and importance of the study. Those receiving the questionnaire were asked to secure the names of all pupils with one or more years of vocational agriculture who left school, either

*Based on Master's Thesis, Michigan State College, 1949.

by graduating or by quitting school, between July 1, 1938 and June 30, 1943. Information was requested concerning the present occupations and status in farming of the pupils found to have left school during the period of the study.

Data contained in 11 completed questionnaires which furnished information regarding the occupational distribution and status in farming of 499 former Negro pupils of vocational agriculture in Alabama were used as a basis for the succeeding analysis.

Some Findings

Some of the findings of the study are as follows:

1. Only 25.9 per cent of the former pupils were reported to be farming.
2. A total of 49.7 per cent of the former students were reported in occupations unrelated to farming while only 40.3 per cent were re-

ported to be in farming and related occupations.

3. Thirty-eight per cent of the pupils reported to be farming were farming as owner-operators.
4. There was no significant difference in the proportions of the former pupils coming from long established departments and engaged in farming and the former pupils now farming who came from new departments.
5. The difference between the former pupils in farming who did graduate and the former pupils in farming who did not graduate was not significant.
6. There was no significant difference in the farming status of the former pupils who graduated and those who did not graduate.
7. With regard to pupils engaged in farming there was no significant difference between the pupils coming from departments with long-tenure teachers and those coming from departments with short-tenure teachers.
8. Pupils who graduated tended significantly to enter related occupations in larger proportions than if they did not graduate.
9. Students with two years or less of vocational agriculture entered

farming to a more marked degree than pupils with at least three years of vocational agriculture.

10. It was found there was a significant tendency for former pupils with three or more years of vocational agriculture to occupy a higher farming status than former pupils having less than three years of vocational agriculture.
11. Size of department seemingly was not significant as a factor in determining whether former students become farmers.

Conclusions

Conclusions reached as the result of this study of 499 former Negro pupils of vocational agriculture in Alabama are as follows:

1. The majority of the pupils from the 11 Negro departments of vocational agriculture in Alabama are not being established in farming. The evidence suggests that the present program as used in Alabama might be studied to see if more emphasis can be placed on the guidance and the selection of pupils, in order to better fulfill the aims of vocational agriculture as set up by the leaders in the profession.
2. If the results found in this study are due to the fact that teachers are not concerned with the problem of helping students of agriculture to secure capital, equipment, and the necessary land to become established in farming, then teachers should be directed to concentrate on this problem.
3. Since the statistical evidence gathered indicates that the size of the department, length of time the department has been established, and the length of time the teacher has been in the department have had very little effect on the proportion of pupils entering farming, all departments should be studied further in order to determine ways and means of increasing the proportion of students going into farming.
4. If the results of the study indicate that comparatively few boys enter farming because certain high schools require all boys to take vocational agriculture, then these schools are failing to fulfill the established purpose of vocational agriculture.

Suggestions for Using the Findings

1. It would seem that the picture drawn in the study has many implications for the pre-service and the in-service program of teacher education. The study should serve as a valuable aid in the pre-service education of a teacher by establishing a clear picture of the results of the vocational agriculture program for Negroes in Alabama. Such a picture should furnish a basis for placing emphasis on guidance and selection in vocational agriculture. The findings might be

(Continued on Page 237)

Achievement areas

CLARENCE J. ROBIN, Teacher, Hessmer, Louisiana

THE measurement of achievement of all-day students studying vocational agriculture is difficult. This is due, in a large measure, to a wide variation of opinions among teachers of vocational agriculture, teacher trainers, and supervisors relative to the values of the criteria in the course content.

The Problem

From studies, discussion with others, and personal observations has come a realization that few teachers stop to consider what the grading system under which they work really implies or the fact that the grading systems now in general use are inadequate. This study was made to develop a plan looking towards more effectively measuring the achievements of all-day students who study vocational agriculture. The writer did not intend to invent new measurements, but desired instead to check on the values placed on the criteria now in general use.

Procedures Followed

Available reference materials were canvassed as to the criteria being used for measuring achievements of all-day students. These criteria were incorporated in a questionnaire. A blank space was provided for the addition of other criteria that might be used for grading or measuring. The opinions of twenty teachers of agriculture from each of six southern states were recorded, summarized and analyzed.

A Useable Form

Based upon the data and evidence resulting from this study, an evaluation report form was prepared.

This evaluation report calls for grading at the end of six weeks period to satisfy the requirements of school administrators. In vocational agriculture where knowledge is used as a means of actually going through the "doing" stage, grading each six weeks period is not always practical. The grading sheet is to be filled out in duplicate, one copy being for the student and one copy kept in the teacher's files. The grade on the "Evaluation Report" sheet is transferred each six weeks period to the regular report card in use by the school. Students are given regular semester grades, but the course grade may be given either at the end of the regular school year or when the supervised farming program is completed and all records summarized to the satisfaction of the teacher.

Some Conclusions

The data secured from teachers of vocational agriculture indicate the following:

1. Measurement of achievement of all-day students of vocational agriculture is necessary.

*Based on Masters Thesis, Louisiana State University, 1948.

2. The pupil, the teacher, and the guardian should cooperate.
3. The criteria essential for evaluating achievement, ranked in order of importance, are: (a) supervised farming programs; (b) classroom work; (c) tests; (d) F.F.A. activities; and (e) records—home and school.
4. Generally, the same criteria are used by the teachers of agriculture in measuring all-day student achievement. Much variation exists in the evaluation of these criteria by the teachers queried.

Evaluation Report—Vocational Agriculture

Student's Name _____
 Semester _____ Supervised Farming Program
 6 Weeks _____
 Date _____

	Pupil Estimate	Teacher
I. Supervised Farming Program 30% Accomplishments:		
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
Not Accomplished:		
1. _____		
2. _____		
3. _____		
4. _____		
II. Classroom Work28%		
Includes:		
1. Interest		
2. Attitude		
3. Doing		
4. Behavior		
5. Notebook writeup		
6. Contribution to discussion		
III. Tests15%		
IV. F. F. A. Activities 13.5%		
1. _____		
2. _____		
3. _____		
4. _____		
V. Records—Home & School... 13.5%		
Includes:		
1. Completeness		
2. Punctuality		
3. Neatness		
4. Accuracy		
Total Score		

Guardian's signature _____

5. The six weeks period of time is the accepted period of time for grading.
6. The ranking of the criteria for measuring all-day student achievements is:
 - (a) Supervised farming program30.1%
 - (b) Classroom work.....28.2%
 - (c) Tests15.0%
 - (d) F.F.A. activities.....13.4%
 - (e) Records—home and school13.3%
7. There is need for a stable plan to effectively measure achievement of all-day students studying vocational agriculture.

Much of the field in measuring achievement of pupils in vocational agriculture is unexplored. Yet, measurement is fundamental. How can the existence of vocational agriculture be assured unless definite criteria are developed to measure the product? There is justification for further studies in this particular field.

Occupational distribution

(Continued from Page 236)

used to acquaint future teachers with present conditions in vocational schools. Then, both the teacher of college classes and students can plan cooperatively ways and means by which such conditions can be improved.

2. With reference to Alabama, the findings indicate that the program of vocational agriculture for Negroes might be checked to see if it is fulfilling, as far as possible, the aims of vocational agriculture. The findings also should cause teachers of vocational agriculture to re-examine their educational program to find ways and means of better realizing the aims of vocational agriculture.

Our veterans

(Continued from Page 234)

We must be a father, a country doctor, or adviser in some capacity well outside the confines of farming. If our veterans and older farmers are able to make a good living from their farms with our assistance, we feel our time is well spent. There is no question that the Government did its greatest service for agriculture when the decision was made to allow veterans a subsistence for going to an agricultural school.

The birth rate is highest in farming and small-town areas, although it has also declined here. Even after a great migration of youth from farms, nearly 41 per cent of the farm population was under 20 years of age in 1947, compared to only 30 per cent in the urban population.

* * *

During 1935-40, for every 10 persons in the urban population, there were about seven being reared for the next generation whereas 17 were being reared for every 10 in the farm population.

Studies in progress in agricultural education

The publication of *Studies in Progress* is a new venture undertaken in cooperation with the Research Committee. Reports from the other two regions will be used in the next issue.

—EDITOR

SOUTHERN REGION*

BAKER, L. E. and BROOKS, TRUMON D.—A Study of a Group of Former Vocational and a Group of Non-Vocational Agriculture Students of Madison County High School that are Engaged in Farming. Thesis. M.Ed. University of Georgia.

BIGGERSTAFF, DON ALBERT—Principals' Evaluation and Suggestions Concerning the Vocational Agricultural Program in Selected Areas of North Carolina. Thesis. M.Agr.Ed. North Carolina State College.

BLACK, IRA E.—A Study of the Work Done by Agricultural Workers to Control Insects and Diseases of Peaches and Peach Trees in Morris County. Sam Houston State Teachers College.

COOK, JAMES R.—A Study of the Accomplishments of the Liberty County Production and Marketing Administration, 1943-47. Sam Houston State Teachers College.

COOK, WILLIAM A.—An Analysis of the Use of Expense Funds by Vocational Agriculture Teachers in Forty Counties in 1948-49. Thesis. M.S. in Agr. Ed. A & I College, Kingsville, Texas.

COWANT, I. C.—A Farmer Training Program for Doyle Community, Livingston Parish. Thesis. M.S. Louisiana State University.

CRAIG, FRANK RANKIN—Safety and the Use of Power Equipment in North Carolina School Farm Shops. Thesis. M. in Agr. Ed., North Carolina State College.

GUILLIAMS, G. C.—Handbook for Teachers of Vocational Agriculture. Thesis. M.S. Virginia Polytechnic Institute.

GUNN, LAWRENCE J.—A Study of Opportunities in Agriculture and Related Fields for North Carolina. Thesis. M. in Agr. Ed. North Carolina State College.

HARRIS, CHARLES ARTHUR—The Demonstrated Use of An Advisory Council in Planning a Program for a Department of Vocational Agriculture in a New Community. Thesis. M.S. in Agr. Ed. Alabama Polytechnic Institute.

HENDRIX, ROBERT LINNETT—A Study of the Poultry Enterprise in North Carolina Including Plans for Teaching Selected Units in Vocational Agriculture. Thesis. M. in Agr. Ed. North Carolina State College.

HOOVER, M. W.—A Study of the Food Conservation Program in the High Schools of Alachua County. Thesis. M.S. in Agr. University of Florida.

HOTZ, HENRY G.—History and Development of Veterans On-Farm Training Program in Arkansas. Non-thesis. University of Arkansas.

HUNT, GLENN DAVIS—Farmers' Evaluation of In-School Students' Supervised Farming Programs in North Carolina. Thesis. M. in Agr. Ed. North Carolina State College.

HUNT, ORRIS LEE—The Influence of the Luxapalilla River on the Economic and Social Welfare of the People of Lamar and Fayette Counties. Thesis. M.S. Alabama Polytechnic Institute.

JONES, CHARLES I.—The Use of Field Trips in the Teaching of Vocational Agriculture in North Carolina. Thesis. M. in Agr. Ed. North Carolina State College.

KNIGHT, E. B.—Visual Aids as Used by Tennessee Teachers of Vocational Agriculture. Non-thesis. University of Tennessee.

KNIGHT, E. B.—Trainee Ability to Perform Certain Technical and Professional Activities. Non-thesis. University of Tennessee.

KNIGHT, E. B., et al.—Some Practices of Student Teachers. Non-thesis. University of Tennessee.

LITTLE, WILLIAM EDWARD—How Can the Opaque Projector Be Used More Effectively in Teaching Vocational Agriculture? Thesis. M. in Agr. Ed. North Carolina State College.

LOVE, J. C.—A Study to Determine the Most Effective Use of Film Strips and Film Slides in Teaching Farm Forestry to Students of Vocational Agriculture. Thesis. M.S. Virginia Polytechnic Institute. Blacksburg, Virginia.

McCRURY, C. T.—A Study of the Money Raising Activities and Financing of F.F.A. Chapters in Arca III. 1937-38 to 1947-48. Sam Houston State Teachers College.

NEAL, RAY V.—A Study of Certain Selected Factors and Their Relationship to the Farm Management Efficiency among Trainees in the Institutional On-the-Farm Training Program in Georgia. Thesis. M.S. University of Georgia.

PAULUS, A. J.—Comparison of the Usability of Several Forms in Which Subject-Matter Materials May be Issued. Non-thesis. University of Tennessee.

PRATT, MARVIN A.—Course Planning in Vocational Agriculture as it Relates to the Poultry Enterprise. Thesis. M.S. Alabama Polytechnic Institute.

REYNOLDS, LEONARD—Some Suggestions for Promoting Publicity for Teachers of Agriculture in South Carolina. Thesis. M.S. Clemson College.

RUSSELL, ELMER LEE—A Study of the Land Use Program of Gillespie County, Texas From 1848 to 1948. Sam Houston State Teachers College.

RYMER, HERMAN—An Occupational Guidance Study of Twenty Students Enrolled at Northwest Junior College, Mississippi. Non-thesis. University of Tennessee.

SANTORUM, BRUNO—A Study of Scholastic Achievement at North Carolina State College of Former Students of Vocational Agriculture as Compared with Students Having No Vocational Work in High School. Thesis. M. in Agr. Ed. North Carolina State College.

SCHULZE, FRED, JR.—The Contents and Teaching Areas Contained in Vocational Agriculture Teachers Annual Teaching Plans. Thesis. M.S. in Agr. Ed. A & I College. Kingsville, Texas.

SHOPTAW, LeVAN—Farm Mechanics Abilities of Vocational Agriculture Teachers in Arkansas Upon Their Entry into Teaching Service. Non-thesis. University of Arkansas.

SHOPTAW, LeVAN—Influence of Farm and Home Ownership Upon the Tenure and Quality of Programs of Vocational Agriculture Teachers in Arkansas. Non-thesis. University of Arkansas.

SLEDGE, GEORGE WILLARD—A Study of the Lengths of Tenure of Teachers of Vocational Agriculture in North Carolina Including Factors Involved. Thesis. M. in Agr. Ed. North Carolina State College.

TART, CARL VICTOR—An Evaluation of Programs of Work of Future Farmers of America Chapters in Granville, Person, Orange, and Chatham Counties. Thesis. M. in Agr. Ed. North Carolina State College.

TAYLOR, PHILLIP WYNNE—A Study of the Sweet Potato Enterprise in North Carolina with Teaching Procedures Adapted to Vocational Agriculture. Thesis. M. in Agr. Ed. North Carolina State College.

THOMPSON, E. G.—Determining the Content of a Farm Power and Machinery Course for Vocational Agricultural High Schools in Virginia. Thesis. M.S. Virginia Polytechnic Institute.

THWEATT, WARREN, L.—Determining the Content of a Flue-Cured Tobacco Production Course for Vocational Agriculture High Schools of Virginia. Thesis. M.S. Virginia Polytechnic Institute.

TOWNSEND, LARRY D.—Building Teaching Programs for Veterans in the Holden Arca of Livingston Parish. Thesis. M.S. Louisiana State University.

WALL, HAROLD BLAIR—How Teachers of Vocational Agriculture Utilize Their Time During the Summer Months. Thesis. M. in Agr. Ed. North Carolina State College.

WESTERN REGION*

ASSY, MERRIL B.—Needed Agricultural Education for Veterans in Bridger Valley. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

BEIL, LEONARD W.—A Comparative Study of Audio-Visual Aids Used by Teachers in Vocational Agriculture and Other High School Teachers. Master's Thesis, Washington State College, E. M. Webb, Adviser.

BEVLIN, ERWIN W.—Terminal Agricultural Course at the Junior College of LaJunta, Colorado, Colorado State College, Master's Thesis, R. W. Canada, Adviser.

BUNTEN, LEWIS E.—Improvement of Dairy Farming Practices in Lincoln County, Oklahoma. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

CHRISTENSEN, HOWARD—Readability of Reference Materials for Vocational Agriculture. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

GAMBLE, MARSHALL E.—Instruction in Soil Conservation for Dunbar High School at Hennessey, Oklahoma. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

GASKILL, JOSEPH L.—A Farm Safety Program in Vocational Agriculture for the Arkansas Valley in Colorado. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

GODFREY, ARTHUR J.—The Problems of Beginning Teachers of Vocational Agriculture. Master's Thesis, Utah State College, L. R. Humphreys, Adviser.

HANSEN, CLIFFORD G.—Study of Farm Mechanics on Typical Farms in North Cache School District. Master's Thesis, Utah State College, L. R. Humphreys, Adviser.

LAMBERT, MAURICE R.—Selection and Use of Advisory Councils in Departments of Vocational Agriculture in Utah. Master's Thesis, Utah State College, L. R. Humphreys, Adviser.

ROHRBACKER, FRED C.—Ways and Means for Improving the Supervised Farming Program in the Auburn Area of California. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

SCHAFER, W. A.—Course of Study in Farm Mechanics for Departments of Vocational Agriculture in Arizona. Master's Thesis, University of Arizona, R. W. Cline, Adviser.

SOULIER, WESLEY D.—Extent to which Carl Raymond Gray Scholarships are Functioning in Terms of Original Purposes. Master's Thesis, Utah State College, L. R. Humphreys, Adviser.

STUCKI, M. G.—Evaluation of the Activities in Which Teachers of Vocational Agriculture Should Engage. Master's Thesis, University of Idaho, H. A. Winner, Adviser.

*Compiled by R. W. Canada, Teacher Education, Colorado.

BOOK REVIEWS

ANIMAL SANITATION AND DISEASE CONTROL, by Dr. R. R. Dykstra, pp. 808, illustrated, revised 1949, list price \$3.50, published by Interstate. This text has been completely rewritten and revised. Chapters III, XXVII, XLIX, and L are entirely new. In the revision all chapters were brought up to date by the inclusion of new materials. Sulfa drugs, hormones, and antibiotics, such as penicillin, streptomycin and others are adequately treated in the new revised text. The book is divided into 11 parts and includes 52 chapters. The abstracted outlines of chapter content included in the table of contents are so well done that this plan of giving the teacher or other reader a sort of preview of the content of the chapter will prove to be a time saver. The plan of using bold face type as paragraph "inserts" to indicate the important point developed in the paragraph should prove helpful to persons seeking information. Fundamentally the book concerns itself with methods of prevention, but its message on the importance of sanitation, proper feeding, and sound management practices should go far toward improving animal production practices. Animal Sanitation and

Disease Control should prove most helpful to teachers in the field of agricultural education as well as to persons engaged in the production of livestock. —APD

* * * * *

FARM RECORDS AND ACCOUNTS, by John Norman Efferson, pp. 282, list price \$3.25, published by John Wiley and Sons, Inc. Designed to be used in teaching students of agriculture, whether in school or out, how to keep and use records adapted to their needs. An outline of the major systems of farm records and accounts needed by farmers, and a summary of the conditions under which each of the different records and accounts should be used represents a major contribution of this text. The book is adapted to a wide range of agricultural problems, is clearly and simply written, and includes a wide range of practical illustrative exercises. The special section on income tax returns, credit requirements, and inventory valuations add value to this text as a source of information on this important phase of the farm business. This text should prove helpful to teachers of vocational agriculture, to veterans-on-farm training instructors, as well as to other persons interested in records and accounts pertaining to a farm business. —APD



THORNTON, HUGH JAMES—Criteria for Leadership Training Procedures for Members of the New Farmers of American Organization. Master's Thesis, Colorado State College, R. W. Canada, Adviser.

The Effectiveness of the Summer Program of the Vocational Agriculture Instructor. Master's Thesis, Montana State College, R. H. Palmer, Adviser.

An Investigation of Community Services of Instructors of Vocational Agriculture. Master's Thesis, Montana State College, R. H. Palmer, Adviser.

More effective learning in the farm shop

H. D. Brum, teacher of vocational agriculture at Frankfort, Ohio, has his students evaluate their own as well as other students' farm shop projects. In this picture, a part of the farm shop class are shown as they compare tool carriers which were built by most of the class members as their first project of the year.

Ralph J. Woodin
Ohio State University

DIRECTORY

Vocational Education In Agriculture

Section I*

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—directors s—supervisors as—assistant supervisors
 ra—regional supervisors ds—district supervisors FFA—specialist FFA
 t—teacher trainers it— itinerant teacher trainers rt—research workers
 Nt—Negro teacher trainers sms—subject matter specialists
 fms—farm mechanics specialists As—area supervisor

ALABAMA

d—R. E. Cammack, Montgomery
 s—J. C. Cannon, Montgomery
 as—J. L. Bailey, Montgomery
 as—L. L. Bellers, Auburn
 as—H. F. Gibson, Auburn
 as—P. L. Faulkner, Auburn
 as—H. R. Culver, Auburn
 as—B. P. Dittworth, Auburn
 as—H. W. Green, Auburn
 t—S. L. Chesnut, Auburn
 t—R. W. Montgomery, Auburn
 t—D. N. Bottoms, Auburn
 t—H. T. Pruett, Auburn
 sms—E. L. McGraw, Auburn
 Nt—Arthur Floyd, Tuskegee
 Nt—F. T. McQueen, Tuskegee
 Nt—E. L. Donald, Tuskegee

ARIZONA

ds—J. R. Cullison, Phoenix
 t—R. W. Cline, Tucson
 t—W. A. Schafer, Tucson

ARKANSAS

d—J. M. Adams, Little Rock
 s—C. R. Wilkey, Little Rock
 as—S. D. Mitchell, Little Rock
 it—J. R. Tucker, Little Rock
 ds—T. A. White, Monticello
 ds—O. J. Seymour, Arkadelphia
 ds—J. A. Niven, Russellville
 ds—George Sullards, Jonesboro
 t—Roy W. Roberts, Fayetteville
 t—LaVan Shoptaw, Fayetteville
 Ns—L. R. Gaines, Little Rock
 Nt—A. G. Kirby, Pine Bluff

CALIFORNIA

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

COLORADO

d—E. C. Comstock, Denver
 s—A. R. Bunger, Denver
 as—Irwin C. Elliott, Denver
 t—R. W. Canada, Ft. Collins
 t—E. J. F. Early, Ft. Collins

CONNECTICUT

d—Emmett O'Brien, Hartford
 s—R. L. Hahn, Hartford
 t—W. Howard Martin, Storrs

DELAWARE

d—R. W. Heim, Newark
 s—W. L. Mowlds, Dover
 t—Paul M. Hodgson, Newark
 Nt—Wm. R. Wynder, Dover

FLORIDA

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

GEORGIA

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

HAWAII

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

IDAHO

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

ILLINOIS

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

OFFICE OF EDUCATION, WASHINGTON, D. C.

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

Specialists . . .

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

INDIANA

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

IOWA

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

KANSAS

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

KENTUCKY

d—Watson Armstrong, Frankfort
 s—E. P. Hilton, Frankfort
 as—B. G. Moore, Kuttowa
 as—S. S. Wilson, Frankfort
 as—Floyd Cox, Lexington
 as—W. C. Montgomery, Frankfort
 as—Edward E. Ball, California
 as—M. M. Botto, Munfordville
 as—Kearney Campbell, Bloomfield
 as—C. F. Esham, Louisa
 as—John Koon, Paducah
 as—Carl Lamar, Brandenburg
 as—Ernest Threlkeld, Simpsonville
 t—Cassie Hammonds, Lexington
 t—W. R. Tabb, Lexington
 t—Stanley Wall, Lexington
 Nt—P. J. Manly, Frankfort

LOUISIANA

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

MAINE

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

MARYLAND

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

MASSACHUSETTS

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

MICHIGAN

d—Ralph C. Wenrich, Lansing
 s—Harry E. Nesman, Lansing
 as—Luke H. Kelley, Lansing
 as—E. A. Lightfoot, Lansing
 as—C. P. White, Lansing
 as—Thomas H. Kerrey, Lansing
 t—H. M. Byram, East Lansing
 t—H. Paul Sweany, East Lansing
 t—Raymond M. Clark, East Lansing
 t—Raymond Garner, East Lansing
 t—Guy Timmons, Lansing
 t—Charles Langdon, East Lansing
 t—J. A. Cheney, East Lansing
 t—Duane Dalgleish, East Lansing
 t—T. R. Miller, East Lansing
 t—Jack Prescott, East Lansing
 t—W. P. Schroeder, East Lansing

MINNESOTA

d—Harry C. Schmidt, St. Paul
 s—G. R. Cochran, St. Paul
 as—W. J. Kortessmaki, St. Paul
 as—A. N. Pearson, St. Paul
 as—A. M. Field, St. Paul
 as—Gary Wiegand, St. Paul
 as—C. A. Anderson, International
 as—Ira Montgomery, Fairbault
 t—M. J. Person, St. Paul
 t—H. W. Kitts, St. Paul
 t—W. T. Bjoraker, St. Paul
 t—Philip Tesko, St. Paul
 t—Gordon Swanson, St. Paul

MISSISSIPPI

d—H. E. Mandin, Jr., Jackson
 s—A. P. Fetherre, Jackson
 as—E. E. Gross, Hattiesburg
 as—E. W. Holmes, Oxford
 as—V. P. Westcott, Morton
 as—T. V. Majure, Utica
 as—A. E. Strain, Long Beach
 t—V. G. Martin, State College
 t—J. F. Seoggin, State College
 t—O. L. Snowden, State College
 t—J. E. Bond, State College
 Nt—A. D. Robbs, Alcorn
 Nt—A. G. Gordon, Alcorn
 Nt—R. H. Darden, Alcorn

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

*The directory has been revised on the basis of information furnished by the U. S. Office of Education, January 1950. The increase in personnel has necessitated running the directory in two installments.