DIRECTORY

Vocational Education In Agriculture

Section I*

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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

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

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

ARKANSAS
d—J. M. Adams, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
it—J. R. Tucker, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—I. 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. Lofton, Gainesville
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
ds—T. L. Barrineau, Jr., Tallahassee
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee
sms—A. R. Cox, Tallahassee

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

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

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

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

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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

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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 Whipps, Manhattan

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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 Threlkold, Simpsonville
t—Carsie Hammonds, Lexington
t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort

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

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

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

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s—Harry E. Nennan, 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—L. A. Cheney, East Lansing
t—Duane Dalgleish, East Lansing
t—T. R. Miller, East Lansing
t—Jack Prescott, East Lansing
t—W. P. Schrocder, East Lansing

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s—G. R. Cochran, St. Paul
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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, Faribault
t—M. J. Person, St. Paul
t—H. W. Kitts, St. Paul
t—W. T. Bjoraker, St. Paul
t—Philip Teske, St. Paul
t—Gordon Swanson, St. Paul

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as—T. V. Majure, Utica
as—A E. Strain, Long Beach
t—V. G. Martin, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State Colleg
t—J. E. Bond, State College
Nt—A. D. Fobbs, Alcorn
Nt—A. G. Gordon, Alcorn
Nt—R. H. Derden, 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.

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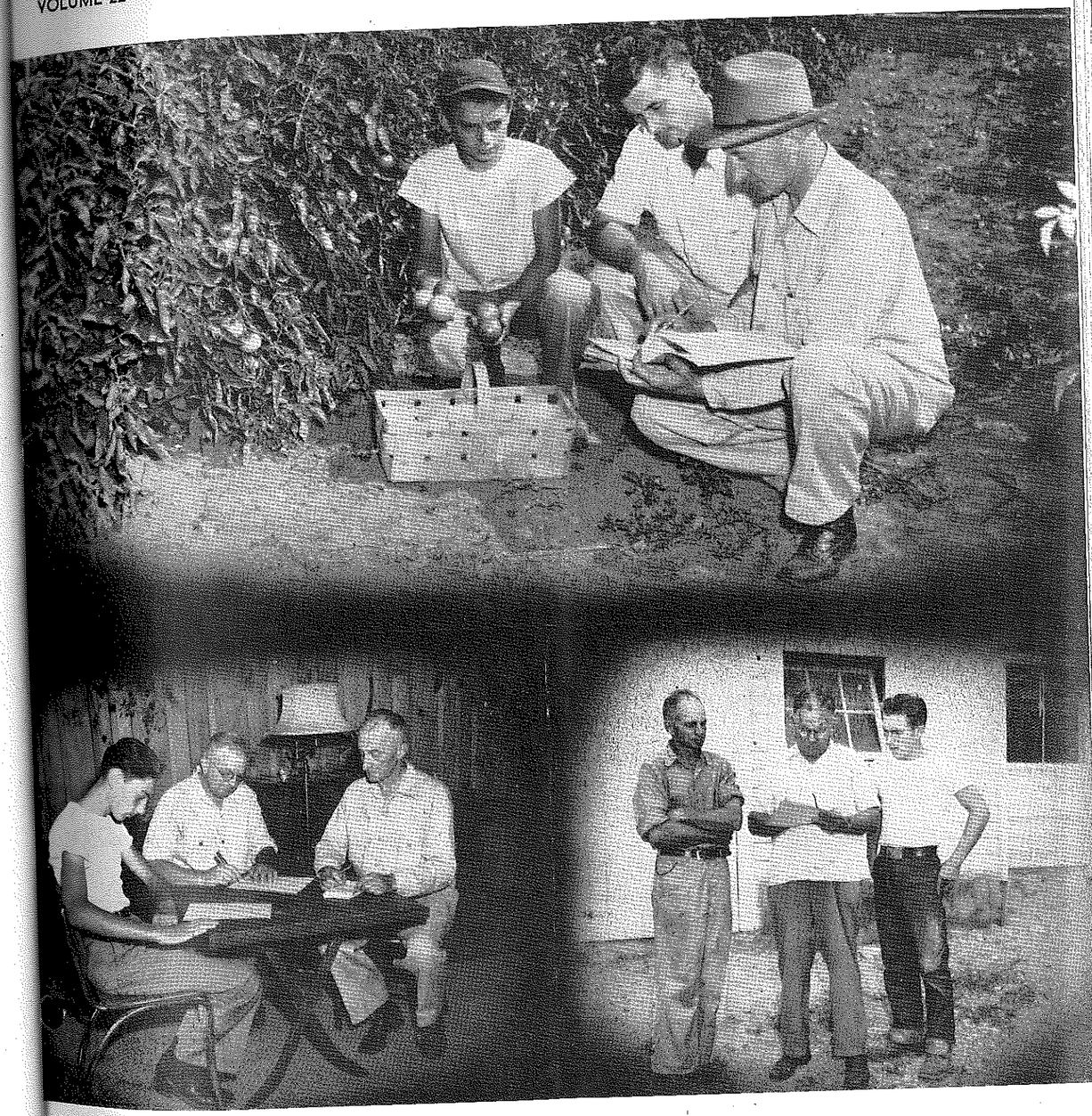

Teachers Work At Placement

The Agricultural Education Magazine

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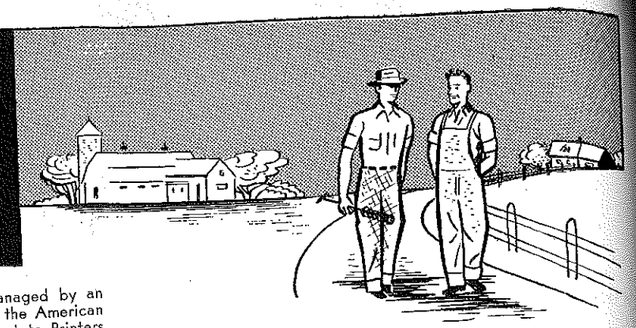

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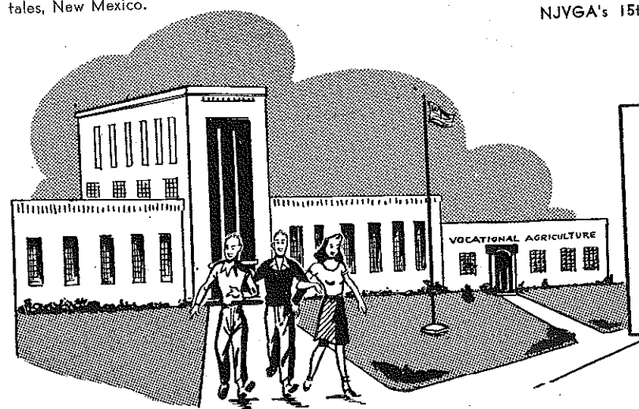

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Editorial Comment

The pay-off

EDUCATION in farming *pays off* when the individual is, or becomes, an efficient farmer or farm worker. The abilities which have been developed are put to social use—success on the farm does much to insure happiness of the individual. Assisting individuals to become favorably located in farming is clearly and intimately associated with training—we call it placement.

Placement does not involve all persons enrolled in vocational agriculture. Adults including many young farmers, so called, and veterans may require little if any assistance with problems in this category. Placement is a problem of concern to the young. How well are we helping them to solve it?

One commonly used procedure is the placement of youth on farms in lieu of other types of supervised practice. Quite properly such placement is regarded as a method of training. It is, however, a solution of the problem for a particular individual.

The father-son partnership represents another placement situation in which teachers can and do render assistance. Perhaps a majority of efforts are to be found here! There is much opportunity for extension of service if the evidence reported by Schriver in his article on page 245 is an indication of the current picture.

It is realized that any number of placements are effected by individuals themselves with and without the counsel of teachers. Through training and experience youth have been helped indirectly to arrive at judgments with respect to available jobs and opportunities.

Even if we give full credit to efforts like those cited it is probable that a majority of the all-day students who will leave school this year have not systematically explored or evaluated farming opportunities, have not appraised, with their teacher, their own interests and abilities, have not been helped to meet with prospective employers and/or partners to talk over terms and, have not been guided to set some definite goals for advancement in farming. Can failure to deal effectively with the above mean an inefficient program of vocational agriculture?

It is not too late. Something can still be done for this year's school leavers and definite plans can be made for follow-up of graduates.

The new teacher

MOST of the teaching jobs which would rate high on the scale proposed by Anderson will be filled by teachers who have proven their ability. Beginning teachers often find themselves starting in a position at the other end of the scale. Perhaps the greatest challenge to our profession is insuring the success of the beginning teachers. To do this will mean improving the communities and schools.

Hamlin in his article on page 249 calls our attention to some specific means of developing good personal relationships. They should be of help to beginning teachers of vocational agriculture—and others concerned with leadership for community improvement.

Our cover

THE pictures for our cover are from Massachusetts. The two lower scenes depict the cooperative development of placement agreements, one involves a veteran, one an all-day student. Teachers of agriculture; lower left, E. E. Metcalf; lower right, W. T. Pettey. In the upper portion Metcalf is checking a skill record. Articles on pages 244 and 247 describe the main features of placement and follow-up as carried out in the Massachusetts programs.

Special for special people

L. E. Cross

IF there be any group of men who know how to complain, and who do complain more than teachers, then we would like to meet them. Over the years we have heard many complaints in regard to The Agricultural Education Magazine. Some of those complaints may have been warranted, but, there is no longer any reason for complaint on the part of any teacher.

At the recent A.V.A. convention, the Editing-Managing Board of the magazine met and in substance said, "What would you fellows like?" "Would you like a special section in the magazine? Would you like a more continuous representation on the board? Would you wish to have your NVATA president serve as an ex-officio member of the board?" The reply of the committee meeting with the board and representing the NVATA was *"YES."* The answer from the board was, "OK fellows, this was your deal, but we call your hand."

Teacher Contributions

Where do we go from here? It is now squarely up to the teachers of vocational agriculture to produce. How do we go about this production? Each and every teacher should assume responsibility for sending in contributions, ideas, and problems which he would like to have aired. The magazine is an excellent one, it is OUR Magazine, and if it is to serve us best then we must have contributions from all.

A word of caution and explanation. It does take several months from the time an article is sent in before we can expect to follow through the various channels and get material in print. IF, every vo-ag man accepts the challenge and does his part we may be swamped for a little while, and not be able to get all of your ideas into print as rapidly as we would like. However, you do your part and we will be very pleased if going gets rough on this end because of your activity.

L. E. Cross, Teacher
San Jose, California

School land

L. M. Sasman

I DO NOT agree with the idea of schools owning land except under exceptional circumstances. Of course, I note the editorial on "Land of Learning," stating "When conditions prevent or limit the use of private land, public land for learning may rightly be regarded as essential."[1] Naturally conditions always limit the use of private land. On the other hand, conditions also limit the value of public land. Furthermore, unless my observations are incorrect, it is rare indeed to find a vocational department made up of farm boys in which school land is operated without a great deal of time of the instructor which could be more profitably used.

L. M. Sasman
Chief, Agricultural Education
Wisconsin

[1]Agricultural Education Magazine 22:171, February, 1950.

Supervised placement

A striking training feature at the Essex County agricultural school

J. F. GALLANT, Placement Coordinator, Essex County Agricultural School, Hawthorne, Massachusetts

SUPERVISED farm practice as conducted by the Essex County Agricultural School is characterized by certain specialized features especially adapted to an industrial Massachusetts county.

Since most of the pupils attending the school are from village and city homes only a few have the opportunity to establish themselves in productive agricultural enterprises. Hence placement for experience, and later, establishment on an employment basis, are major school problems. Accordingly two of the objectives in connection with supervised placement are: (1) to locate experience opportunities for in-school pupils; (2) to assist seniors and graduates in obtaining profitable employment in situations which will contribute to their vocational growth and progress towards a permanent status that for each will be optimum.

To insure the realization of these objectives carefully planned individual programs of guidance and placement must be established. This necessitates a functional, long-term, continuing program of vocational training. Individualized programs are initiated when prospective pupils make their first contacts with the school.

Farm Experience Required

Our circular of information clearly sets forth the necessity for farm experience as a prerequisite for enrollment. Under the caption "TIME FOR ENROLLMENT."

> "Interested candidates are urged to arrange appointments with the director during the months of January to April. Early enrollment insures opportunity for occupational try-out experiences. A newly enrolled pupil living on a farm will be visited regularly by an instructor from the school. Inexperienced candidates may apply for the vocational guidance program. All non-farm students must have full time placement on approved farms during the summer months. The date of placement will be determined by the public school release or closing date. Work experience is an essential requirement for admission."

The Vocational Guidance Program referred to in the above paragraph is for 8th and 9th graders eligible for promotion. It offers an opportunity for approved pupils to explore the field of agricultural work through a balanced program of supervised work experience and related class instruction. The program is conducted through cooperating schools that release interested pupils in good standing on the Friday preceding spring vacation week or later by arrangement. Those pupils that seem to be adapted to agricultural pursuits are placed as opportunities open up. Letters are sent to a selected list of potential employers. Prospective pupils located in our visiting area, approximately a thirty mile radius from the school, are supervised through bi-weekly visitations by our agricultural instructional staff.

Six Months of Farming

Our training plan is sometimes referred to as "six months in the classroom—six months on the job." The latter phase is referred to as follows in our circular of information:

> "Fundamental to successful training in the various courses in agriculture offered by the school is the requirement of a full summer program of practical experience in the line of work studied during the class room part of the year. These arrangements are made only with the expressed consent and approval of parents and instructors before students are released from class room work each spring. The school maintains a program of instruction and supervision throughout the summer and expects every student and his parents to cooperate in fulfilling their part of this program. A pupil may have an approved supervised program on the home place. However, if facilities are not available at home he may be employed by a successful operator in one of the various fields of agricultural work. The school will help in finding employment for its students."

ment to insure a permanent basis of understanding between all parties concerned.

The "Employment Agreement" was introduced to promote congenial and worth-while relationships between employer, student employee, parents and the school. It has passed all its tests with high honors and is now considered as a *must* in the placement procedure. The formal introduction on the agreement form briefly states the purpose. Then follows space for the understanding with respect to duties, work hours, wages, time-off and church attendance.

Assigned Responsibilities

The following statements precede signatures of student, parent, employer and instructor:

> The employer will provide opportunities for the student to learn how to do well, as many jobs as possible.
>
> The student realizes that the employer must make a profit on his labor in order to justify hiring him, and will keep his employer's interest in mind at all times, being punctual, dependable and loyal.
>
> The employer will encourage the student to obtain suitable recreation and the student will not permit this to interfere with his working efficiency.
>
> The student will also accept such supervision of his recreation as may seem to be necessary.
>
> It is understood that the school instructor will visit the student on the job once every two weeks for the purpose of instruction to insure that he gets the most out of his experiences. The instructor will show discretion in the time and circumstances of these visits especially during emergency periods when work is pressing.
>
> This agreement may be terminated at any time by either party after due notice but not without first consulting the school.

One copy of the agreement is given to the employer, the other is placed in the school files. In addition to the introduction of this placement agreement the school has released other features to improve relationships with cooperating employers. For the most part these have been presented in letter form explaining our training program, setting up ideals as to cooperative relationships, giving information regarding labor questions, insurance and working permits.

Under GRADUATE FOLLOW-UP in our Circular of Information expression is given to this policy.

> "Whenever possible the senior project should be in the nature of permanent employment rather than just for

(Continued on Page 262)

Farming Programs

C. L. ANGERER

In recent years the placement procedure has been modernized. Now, in the placement of students:

1. It is recognized that the cooperating employer makes it possible for the department to efficiently carry on its vocational training program.
2. The fitness of the prospective employer as a teacher (and all that it implies) is given major consideration.
3. It is fundamental that anticipated work experiences should be in line with their training programs.
4. The matching process of student with job and employer is individualized to insure optimum results on an over-all basis.
5. Parents are urged to visit the farm previous to employment to make certain that working and living conditions meet their standards.
6. An agreement should be established in writing before employ-

Developing long time farming programs

JOHN W. BUNTEN, Supervisor, Nevada

INSTRUCTORS of vocational agriculture generally encounter serious problems in planning their year's program. Among these, the ones having to do with assisting beginning students in the selection of suitable farming programs are the most perplexing. The principal reason for this difficulty often lies in the lack of adequate farming facilities on the boys' home farms.

Cliff Gelmstedt, instructor at Fernley, Nevada was faced with such a problem. It did not seem possible for his students to secure satisfactory productive enterprise projects, at least through the conventional method of arranging these through meetings held with students and parents. Adding to Mr. Gelmstedt's problem at the beginning of the present school year, was the doubling in size of his beginning class in agriculture. The increase was caused by the transfer of 12 Indian boys from the Pyramid Lake Indian Reservation.

Enlisting Cooperation

Indian families living at Nixon derive their incomes largely from foraging livestock on the neighboring open range. Their cattle are operated on a cooperative plan controlled by the Pyramid Lake Indian Cattlemen's Association. Mr. Gelmstedt had surveyed the situation and found that his beginning Indian students wanted to grow into the livestock business and to improve conditions on the reservation. There were only four of the twelve Indian boys who had selected a suitable farming program. The remaining eight had figured that the best they could do was to raise a few meat rabbits. Since a productive enterprise project of this type fell far short of measuring up to standards for boys who expected to grow into the beef cattle business, guidance was imperative. There were only two alternatives: (1) Ask the boys to discontinue vocational agriculture or (2) assist them in arranging a suitable long-time farming program. Gelmstedt selected the latter alternative.

He worked out a plan in cooperation with Mr. Ross Lyle, Agricultural Extension Agent at the Pyramid Lake Indian Reservation and Mr. E. A. Haglund, State Supervisor for Indian Education to be presented to the Cattlemen's Association and Tribal Council for approval. The plan called for a definite written agreement, signed by the student and his parents and the Indian Cattlemen's Association. The Cattlemen's Association would provide each beginning student in vocational agriculture a Hereford heifer six months of age or older. The agreement further stipulates that the student must continue in high school and perform satisfactory work in vocational agriculture. After the first year of vocational agriculture is successfully completed, the Indian Cattlemen's Association will provide each student two Hereford heifers each year for the following four years. This means that a boy fulfilling the agreement will have been provided nine foundation beef animals in the first five year period of its operation. After the five year period, the boys will have increased their productive range beef enterprises to sufficient numbers to be able to begin returning repayment heifers to the Cattlemen's Association. This is a definite requirement of the agreement. If at any time a boy is unable to continue with the agreement he must return the foundation stock and will receive whatever cash is due him for weight increases of foundation stock.

The plan was thoroughly discussed at several meetings of the Cattlemen's Association and Tribal Council and was finally approved. Chief Avery Winnemucca, chairman of the Tribal Council; Albert Alec, secretary, and other members of the association have long recognized the value of assisting boys to grow into the cattle business and providing a strong incentive for students to continue and complete high school.

Seven boys have already entered into the agreement and have each selected a Hereford heifer as a foundation for a long time beef cattle ranching program.

From what has been recounted here, it is apparent that ways of providing satisfactory supervised farming programs for beginning students can be developed when initiative on the part of the instructor, combined with the full use of existing community resources is employed.

Farming partnerships

ELMER H. SCHRIVER, Teacher, Gettysburg, Pennsylvania

E. H. Schriver

THE purpose of this study* was to determine whether farm boys are using father and son partnerships as a step toward becoming established in farming. If this is a practical step toward ownership, how might more farm boys become partners in the home farm business?

Basis of Study

In order to get the most reliable information, active partnerships were located to secure first-hand knowledge concerning their operation. The cases used in making this study were located in Adams, Franklin, Lancaster, and York counties in southeastern Pennsylvania. The teachers of vocational agriculture in these counties were asked to suggest likely partnerships for study. They supplied the names and addresses of over one hundred boys who were or might be farming in partnership with their fathers. The fathers and sons of this list were interviewed and all information possible was obtained concerning their business.

Of the one hundred cases that were investigated, only twenty-four could be regarded as real, operating father and son partnerships. Detailed information was obtained from the interviews of these twenty-four cases and a summary of the characteristics of each case was included in the study. Three types of father and son partnerships were found in operation. Namely the "labor-management" partnership, the "personal property" partnership, and the "real estate and personal property" partnership.

The "labor-management" partnership was one in which the son shares in operating the business by contributing his labor and managerial ability. The son has no ownership. He receives a wage but no part of the net profits at the end of the year.

The "personal property" partnership was a plan in which the son owns a share of the personal property of the business and contributes his labor and managerial ability. The son receives a wage for his labor and management and a percentage of the net profits in proportion to his ownership of the personal property.

The "real estate and personal property" partnership is one in which the son has part ownership in the entire farm business and receives a share of the profits in proportion of his ownership in the business.

Recommendations Concerning the Formation of Father and Son Partnerships

As a result of this study, it appears that the father and son partnership agreement is an answer to a big rural problem, namely that of giving the farm boy, who lacks capital, an opportunity to become established in farming. Starting with limited capital it takes a number of years under the present high costs of operating equipment to become established. Many farm boys who would make good farmers become discouraged because farm ownership appears too remote or even impossible. Others continue working on the home farm for a low wage attaining ownership solely through inheritance which may not happen until they are advanced in years.

Taking in a younger man as a partner under an appropiate agreement makes it possible to expand the farm business. It often gives added vigor and new ideas to the business and results in more efficient production and higher quality products. A partnership of this nature should shorten the time needed to become established in farming and at the

(Continued on Page 262)

*M. S. thesis, Pennsylvania State College.

Farmer Classes

J. N. WEISS — MARK NICHOLS

A basic goal of young farmers

Some of the essential factors involved in helping young men become established in farming

BLAINE A. BEEGHLY, Veterans Instructor, Washington, Pennsylvania

IN teaching some of the things that are necessary in helping young men to become established in farming, there are several factors that we must keep in mind at all times in dealing with these young men and their problems.

The writer will list and discuss several of them here. There are others, but to him these are of primary importance.

1. KNOW YOUR STUDENT. This is very often taken for granted by teachers. Quite often a teacher feels that because he knows the student's first and last name, sees him in class regularly and on the farm when supervisory visits are made, that he knows the student as well as is necessary. As a result, no further efforts are made to become better acquainted. Besides, he hesitates to become too friendly because this might cause the student to lose some of his respect for the teacher. Should this happen, then the problem of maintaining discipline might present itself. So rather than take this risk, he remains somewhat aloof from the student. However, such an attitude on the part of a teacher is not conducive to good teaching. We just can't teach unless we *really* know our students.

Recently the writer had occasion to visit one of his former students who had purchased a farm in another community. His new instructor, who is a well qualified individual, had just made his first visit the previous day. When the teacher arrived at the farm, the student was away at a neighboring farm. His telephone was out of order and he had gone to call the artificial inseminator to come and breed one of his cows. The student's wife invited the teacher into the house to wait until he returned. The teacher refused her invitation, saying that he had some papers to read over in the car. She suggested that since it was so cold he could bring his papers in the house and read them. He still refused and sat out in the car for about one-half hour and then left the farm just a few minutes before the student returned.

One could discuss this incident at great length. There are many things this teacher could have done that would have improved his position in the minds of this young farm couple, but he made matters worse by criticizing the student for not being home when he made his visit, yet no schedule for visits had been [illegible]. How this teacher ever hopes to do any real teaching with this student is something to make one ponder. Both the student and his wife have a feeling that the teacher is not really interested in their welfare or he would have taken the opportunity to get acquainted with the student's wife. He could have learned much by spending a few minutes in the house just asking questions about the farm. The student's wife could have answered many of them and would have taken pride in having the opportunity to do so. It is likely that future visits will not be as successful for quite some time as they could have been.

Yes, we must know our students, and to do so we must know the student's family. We must gain the confidence of *all* the members of the family. We must learn to recognize their problems, their faults, their ambitions and their ideals, and in this way we can gain their confidence. We must sell ourselves to them in such a way that they will have confidence in our ability to help them solve their problems.

2. KNOW YOUR STUDENT'S FARM. In the classroom, instruction and recommendations, because of necessity, are largely of a general nature. Obviously, it is impossible to make specific recommendations in the classroom about all phases of farming that apply to all the farms represented in a given class. That is why vocational agriculture is so different from many other courses of instruction in our schools, and the reason supervisory visits are so important to the over-all job of teaching. By making on-the-farm visits, a teacher can interpret classroom instructions to the student in such a way as to make them apply to any particular student's farming situation. However, if this is to be done in a successful manner, the teacher must know the student's farm, or at least the resources and facilities that are available on the farm. It includes the soil type, its condition, field layouts, and also involves the buildings, their condition and location. In other words, a teacher must know the situation in which he finds the student at any given time, then when recommendations are made they can be made in a manner so that they will apply to that particular farm.

3. KNOW YOUR STUDENT'S FARMING PROGRAM. Knowing a student, his family and the resources he has available is not enough. One must also know what is being done with these resources, because it is on this basis that sound recommendations can be made. A teacher must, of necessity, start in his teaching where he finds a student in respect to his farming program. Therefore, he must know the exact acreage of each crop planted, its variety, how it was seeded, the practices used, and he must also know the number of livestock owned, the age and the breeds involved. The same information must be known as to kind and amount of equipment that is available and used in performing the farm operations, before wise suggestions and recommendations can be made for any particular student.

From time to time the writer has asked various teachers of vocational agriculture about the farming program of certain of their students. Quite often he found that the teacher knew very little about the entire farming operation. On many occasions a thorough knowledge of one or two projects or enterprises was known, but when questioned about the entire farming operation, only vague answers were received. If we, as teachers, are to be a vital force in the establishment of young men in farming, then we must end this "piece-meal" business of teaching projects and enterprises. We must know and use as our basis for teaching, the entire farming operation. We must know more than the fact that it is a dairy or poultry farm, but we must know exactly how many dairy cows, how many laying hens, what their age is and what the production per unit has been; what the feed-program consists of, etc. This information and a lot more should be secured—because, until we know the complete farming situation in which a student is working, we cannot really teach farming.

4. KNOW FARMING, i.e., SUBJECT MATTER. Even if we know our student, his farm and his farming program, we cannot do a good job of teaching unless we know the business of farming. Many teachers have made the statement, "Oh, I know enough subject matter. Anyone who gets his degree from any recognized institution knows enough subject matter to teach vocational agriculture." I wish this statement were really as true as it seems to be and as true as many of us have often believed and taken for granted. The truth of the matter is that many of our teachers who have the proper degrees know only the fundamentals of our subject matter. They either haven't the experience, the know-how, or else the desire to transfer these fundamentals into terms, practices and recommendations that our young students can use in their everyday life on the farm. They know fundamentals, yes—but when young John Doe needs instructions on how to wire his brooder house, or wants to in-

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Methods and Materials

W. A. SMITH

Summer farm placement

HILMER S. NELSON, Teacher, East Weymoth, Massachusetts

While this article describes the practices and outlines a program followed in an agricultural department in which many of the pupils board and room at the school during the school terms, it contains useful suggestions for those vocational agriculture departments having pupils who must depend upon farm placement for opportunity to obtain necessary supervised farming experiences. We regret that it was impossible to include all of the forms and letters.

SUMMER farm placement is one of the most important phases of the instructor's yearly program of work especially if that instructor lives in a community which is primarily non-agricultural and consequently very few, if any, of his boys live on farms. Because of this the instructor must plan a program of work for the summer which will include farming experiences comparable to those experiences received by the boy who returns to his own farm. Many times I believe that the boy who secures his practical experiences on a farm other than his own gains greater knowledge than the boy who works under parental guidance.

Four Step Plan

We have divided our plan into four steps or phases of approach to the job and its finality. *Step 1:* our first serious contact with the boy comes when Form-1 is given to him early in the calendar year. This questionnaire gives us some light on what the boy would like to do for the summer and stimulates his thinking in that direction. His previous farm jobs and farming experiences are always kept in mind. When a final decision has been reached as to the type of job he desires, the boy seeks that particular type of job with the aid of his parents and instructor. This is a period of much thought and deliberation on the part of all concerned. The boy is given Form-2 a week or two before the close of the fourth term (about the middle of April in our particular situation). The form is signed by the student, his parent, the employer and the instructor. It contains brief statements regarding the responsibilities of each signer. It is up to the boy to have this form filled out in its entirety before the instructor affixes his signature. After the instructor has gone over the agreement with the boy and his parents and has made sure that everything is in good order, he signs his final approval. After the boy has been on the job for about two weeks Form-3 is sent to him. This assures the boy of the instructor's interest in his new job and reminds him to keep his records on the forms provided before he left school. This is followed in about a week with Form-4, a letter to the employer, to which is attached Form-5, a statement of the farmers responsibilities. In all instances we have received cooperation from the farmer in following out suggestions or filling out forms which have been submitted to him throughout the entire program.

Step 2: after the boy has been on the job for about a month and has had time to acclimate and adjust himself to his new surroundings and situations, Form-6 an explanatory letter, and Form-7, the employer evaluation form are sent to his employer. Form-7 (used both for the final initial estimate) is of prime importance in checking the boy at the beginning of his job, allows the farmer to offer suggestions, and affords the instructor the chance for recommendations if so needed. The farmer also receives in this same letter, copies of the kinds of records the boy must keep and other bits of information helpful to himself-such as booklets on "Safety Suggestions for Student Farm Labor" and "We Work Safely—Do You."

Step 3: during early June Form-8 is sent to the boy accompanied by several pieces of worthwhile information and advice. Instead of forcing this material "down his throat" at the beginning of his farm job, we feel that it would be more beneficial to him when he has become fairly adjusted to his job and is more friendly in assimalating a few simple suggestions. Space does not permit the inclusion of this material. Shortly after this, we send him our Summer Edition of the F.F.A. News which is edited by the instructor and includes many items of interest. From this period to just before "signing off" for the summer, the boy has been contacted by letter at least once relative to his records and other matters of significance.

Step 4: about one week or ten days before the termination of the boy's job on the farm for the summer, his employer receives Form-9 (covering letter) to which is attached Form-6 (to be used as the final estimate). Suggestions for filling out this *Final Estimate* are the same as those on Form-6 except that very special emphasis is given to Section-V. We have found this *Final Estimate* of extreme value as it summarizes the boy's work for the summer in a revealing manner. The returned forms are used many times not only as a basis for recommendations for the boys for next summer's jobs but also after they graduate. During the time the boy has been on the job, his instructor has visited him at least once. Where the boy has been located on a farm within short driving distance of the school, these visits have been at least every two weeks. Where the boy has been located on a farm outside the state, the visits have been limited to one or two during his placement period.

What greater satisfaction can an instructor of agriculture receive than to know that he has carried out his summer program to a successful conclusion. The time between the closing and opening of school can present itself as a challenge rather than an "easing off" period.

Evening school panel

Leases and relationships

T. J. THOMPSON, Teacher
Peterson, Iowa

A PANEL discussion provided our adult farmer class with certainly our most lively, and perhaps our most informative, meeting of the year. The fact that our panel meeting was so successful prompted me to write this article as I feel that perhaps there are other first year instructors like myself who are or were hesitant about using a panel.

The panel meeting required relatively little time and effort on my part. The topic was Farm Leases and Landlord-Tenant Relationships. Five class members served on the panel and I acted as moderator.

Selection of panel members was made by our councilmen based upon the individual's farming situation and inclination to talk. On the panel were the local banker, a landlord; our school superintendent, an absentee landlord; two farmers, renters; a young farmer, a labor share, father-son farming arrangement.

Each panel member was assigned a specific type of lease for discussion, each having been given literature covering that type lease a few days before the meeting. Following each panel member's discussion of his specific lease type, both the panel members and the audience were allowed to comment or ask questions. I might add that the panel members had studied their subject well and answered questions as satisfactorily as do outside speakers.

Advantages of the panel over an outside speaker for this type of subject material seems to be as follows: 1. Familiar neighborhood farmers and farms were cited as examples for the different lease arrangements and leases. 2. In answering the many questions from the audience the panel members had knowledge of the questioner's home farm setup. 3. Delicate issues were discussed in a friendly manner by landlords and tenants of the community.

Practice in essential skills

E. M. JUERGENSON, Teacher Education, University of California

BEGINNING teachers of vocational agriculture are expected to be well grounded in the many phases of agricultural production. Most graduates from agricultural institutions have an excellent training in the theory of agriculture but often do not have enough experience in everyday "doing abilities" to take advantage of their technical background. Because of this, they lack confidence in themselves and are many times operating below the level of efficiency of which they are capable.

In order to overcome this, institutions engaged in teacher training select their candidates from those who have lived on farms and who have a background of practical experience in agriculture. However, due to the increasing complexity of agriculture, it is becoming more and more difficult for one farm to provide all the learning opportunities needed to qualify a person thoroughly to teach vocational agriculture. In addition, a great many trainees come from urban areas or part-time farms, and this number is increasing. These candidates possess all the other desirable qualities needed to develop into capable teachers of vocational agriculture, but are especially lacking in practical experience.

A Non-Credit Skills Course

In order to provide practical training for these individuals, the Agricultural Education Division of the College of Agriculture, Davis, California, has embarked upon the following program. This program has been in operation for one semester thus far, and while changes will be made in the future, the present outline of the program will probably continue.

Prospective teachers obtain practice in slaughtering and dressing a beef.

A non-credit course in practical agricultural skills is provided for those majoring in agricultural education. The training is available for undergraduate majors and those selected for teacher training *must* participate in the course. One-half day per week is given to this training.

During the past semester in which the program was initiated, all students qualifying were assembled and the situation outlined by the teacher trainer and the staff. On the basis of a check list of essential skills, the trainees selected those in which they needed training most. These lists were tabulated, and formed the basis for the training to be offered.

In providing training opportunities, the entire facilities of the community were utilized. Ranches in the vicinity, homes in town (for landscaping work), experiment station and college facilities were all used in order to get practice in the desired essential skills.

The Department of Agricultural Education organized and coordinated the program, but the actual instruction and supervision was provided by farmers, herdsmen, and teachers on the farms and institutions where classes were held.

At all times practice was the key factor in the program. College facilities of farms were excluded if they could not provide a sufficient number of animals or plants on which the students could work until they had obtained reasonable proficiency in doing the particular job being taught.

Trainees were particularly pleased with the opportunity to practice on various farms. This undoubtedly was due to the fact that they were working under actual "on-the-job" conditions and more than enough items were available at all times on which to practice. For example, when marking sheep or castrating hogs, there would be five to twenty animals for each student so that those who had never performed the operation before, could not only get a chance to do all the varied associated skills, but could do them often enough to get the "feel" of the task and obtain reasonable proficiency.

At all times the factor of obtaining practice under prevailing occupational standards was emphasized. No attempt was made when visiting farms to suggest new or improved methods of the College of Agriculture. However, in preparation before-hand, adequate precautions would be employed.

In order to picture more clearly how the program is conducted, the following is a brief description of one morning's activity.

The class (around 12 or 14) met shortly before nine in the morning. A brief outline was given as to where they

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Prospective teachers fitting beef animals.

Presenting some guiding principles for - - -

Working with others in agricultural education

H. M. HAMLIN, Teacher Education, University of Illinois

I

The Importance of Teacher Relationships

H. M. Hamlin

YOUNG teachers of vocational agriculture are thrown into a very complex set of human relationships, usually with very little preparation for them except their own unorganized and often uninterpreted experiences during their rather short lives.

The way they manage these relationships will "make or break" them. Repeated studies have consistently shown that 90 per cent or more of the workers in business and industry who lose their jobs lose them, not because of incompetence in their work, but because of bad relationships with fellow-workers and supervisors. Persons who make the way to the tops of their professions are commonly expert in human relationships.

In 1947, 314 Illinois teachers of vocational agriculture rated 31 abilities not commonly developed through courses included in teacher-training programs. They rated most highly the ability to work with and understand people. Seventy-six per cent of these teachers thought this ability "very important"; 18 per cent thought it "of some importance;" only 6 per cent considered it to be "of little or no importance."

Because of the crucial importance of the relationships of teachers of agriculture and because no one is known to have put together a systematic statement regarding these relationships, the writer has attempted to formulate from his experience and the shared experiences of many teachers of agriculture some guiding principles which seem usually to be desirable guides to action. It is hoped that the formulation may be used to avert many heart- and headaches on the part of young teachers and that it may lead to other and better statements of principles useful in teacher relationships.

II

Some Guiding Principles in Working with Others

1. *Share decisions.* Perhaps the most important principle is to share with others decisions which will affect them as well as us. Action without prior consultation with those affected is likely to lead to the withholding of needed cooperation and it may lead to reprisals.
2. *Wait and deliberate before acting.* Impulsive action is often wrong action. It takes time for the full consequences of an act to dawn upon us. Deliberate action protects ourselves while it protects others.
3. *Assume the highest motives in others.* Until they are proved to be otherwise, other people's motives must be assumed to be at least as noble as our own. An appeal to their highest ideals usually brings a desirable response. Intimation that others have motives less than the best, or inferior to our own motives, is a direct insult and is usually taken as such. Much experience in working with people leads an older man to the generalization that people can usually be trusted; younger men must accept this on faith. A suspicious approach to another is usually an unfair approach and is always an ineffective one.
4. *Allow others to assign the credit for our contributions.* We may assume that we shall get adequate credit for what we do without claiming it for ourselves. "A man can accomplish any amount of good in the world if he doesn't care who gets the credit."
5. *Work always and sincerely for the common good.* Any suspicion on the part of others that an individual is primarily interested in his own welfare, even though it is not achieved at the expense of others, leads quickly to loss of essential cooperation.
6. *Make approaches to others direct and candid.* "Beating around the bush" makes others impatient and suspicious. The individual who, after a long conversation, finally interpolates "to be frank" into the discussion, admits that, up to then, he has not been frank. Teachers of agriculture have been known, who have prided themselves upon their ability to manipulate others, who seemed consistently to prefer an indirect and devious approach, preferably through others, to a candid approach to the person most directly involved. Their life histories do not commend their methods.
7. *Maximize face-to-face contacts; minimize other contacts.* Whenever possible, it is best to talk matters over, face-to-face, with the person concerned. In important matters, going to see a person is a great improvement over writing him a letter or talking with him over the telephone. In his presence, one knows better how to approach him. He can see, and doesn't have to guess, our own attitudes, so necessary in appraising what we say. We are more likely to be fair to him if what we say is said in his presence. Letters may be used to confirm conversations if written records are desirable, as they often are.
8. *Say about others only what you would say before them.* If one can remember to apply this principle, he is certain to be more fair to others. He also protects himself, since what is said about others is more likely than not to be said to them by some third party.
9. *Help others to think things through; don't try to dictate their conclusions.* Most people cherish highly the right to reach their own conclusions; they resent others' attempts to tell them what to think.
10. *Share the prominent roles with others.* All of us have an innate desire for prominence. If the teacher is occupying a prominent role, it is denied to someone else. Prominence, like the other good things of life, should be shared with our associates.
11. *Allow others to share in planning and initiating undertakings.* This rule is an application of the first rule stated, but it is repeated for emphasis and specificity. All of us dislike being asked to help in doing something we did not decide to do in the first place and which we have not helped to plan.
12. *Keep relaxed, avoid tenseness.* Overwork and over-worry lead us to unreasonable attitudes in our relations with others. These relations are so important that they cannot be jeopardized. No work is so important as to require all of our time. The teacher who said that "a good teacher of vocational agriculture has no leisure" must have been well on his way to a mental breakdown. Individuals who have no time to call their own or their families" are likely to become irritable and to lose more through bad relationships than they gain through conscientious work.
13. *Assume, when others are unreasonable, that they are either physically or mentally ill.* One who takes this attitude is not too much disturbed by what others say or do. Making this assumption, he takes a passive or resigned attitude when others are unreasonable instead of becoming a counter-irritant. Mental and physical illnesses pass or are mitigated and, if one has kept calm in dealing with

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Professional

B. C. LAWSON R. H. TOLBERT

Working with others

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others when they were not at their best, normal relationships may be resumed when they are well again.

14. *Do not hesitate to admit personal mistakes.* We have no right to assume that either we or others are infallible. Others expect us to make mistakes, but they also expect us to concede them when they are proved to be mistakes.
15. *Listen a great deal, talk little.* There are two important reasons for this injunction. A great deal of listening to the opinions of others is necessary if what we ourselves say is to be safe to say and worth saying. Others like to express themselves and want at least their share of a conversation.
16. *Do not hesitate to fight for what is right, but do not fight on many fronts at one time.* Teachers of agriculture are surrounded with conditions which need righting. They should have one or more battles on their hands at all times, but they must choose those which most need waging and those most likely to be successful.
17. *Overlook a great deal.* It is difficult to decide what to give serious consideration and what to overlook, but experience reveals that many apparent difficulties disappear if they are not aggravated by our worried attention.
18. *Stay in our own field.* Many of the difficulties we encounter arise because we wander out of our own field of agricultural education. It is a broad field with more to be done in it than anyone can do. When we get out of our field, we get into a less familiar field, usually with dangers and difficulties in it which we never anticipated. Also, when we leave our own field, we are likely to get into another's field, and our presence there is resented.
19. *Earn, do not demand, the right to express our own convictions.* Complaints about limited academic freedom are often heard, usually from those who least deserve it. Teachers of agriculture who have lived long and wisely in a community commonly find that they are not only free to express their convictions, but that others want to know what they are.
20. *Recognize the legal arrangement and the lines of authority in the school and community.* A teacher who operates along lines which he personally considers to be fair and just, but which are extra-legal, may find himself out on a very slender limb. Laws officially govern our relationships with others and must be accepted as the minimum standards for these relationships.
21. *Avoid handling other people's money.* Someone must handle the funds of organizations, but handling money does not fit in well with teachers' other functions. There is no quicker way to get into trouble than through careless handling of the funds of others or suspicion that these funds are being loosely managed. Great care should be taken that the funds of organizations which teachers sponsor, such as the F.F.A., are cared for by those responsible for them in keeping with the best practices used in managing the funds of adult organizations. Careful accounting and safeguarding of them and regular auditing of accounts prevent many difficulties.
22. *Respect the mores of the community.* Mores are irrational and often indefensible, but they are the unquestioned standards of a group. Even if they are bad, they cannot, with impunity, be frontally attacked. Tolerance and respect are the appropriate reactions.
23. *Ask for what is needed if our work is to be effective.* The respect and good will of others is not gained by accepting obsequiously anything others choose to give us. A teacher should have a vision of the work his department might do and should know what is required to do the job that might be done. He may not be granted all the funds and facilities that he thinks are required, but it is his obligation to ask for them. To do less is to evade a professional responsibility and to cheat the community of the benefits which a really good department could provide.
24. *Don't start more than can be finished.* Starting more than is finished leads to a quick loss of the confidence of others. Young teachers are especially prone to this mistake. They have learned in their teacher-training courses of the many activities in which teachers of agriculture may engage. They have seen the heavy programs of activities carried by experienced and competent teachers. They are impatient for results. They may not realize that they cannot do at the outset all that others before them have done. They cannot well visualize the time requirements of doing well what they wish to undertake.

III

Good Relationships with Others are Possible

All that has been said may intensify the feelings of some teachers that the relationships of teachers of agriculture are unbearably difficult and that there is no use in seeking perfection required to maintain these relationships.

The facts are that thousands of teachers of agriculture have solved their relationship problems remarkably well. More than most teachers, teachers of agriculture are expert in human relationships. They have had to be to survive and succeed.

Good relationships with others are to be sought, not only to attain success in teaching agriculture, but because these relationships are among the finest fruits of life, preeminently worth while in themselves. Few teachers of agriculture become financially rich, but many of them become rich in friends.

The guiding rule for good relationships with others was formulated a long time ago and everything sound which has since been said upon the subject deals only with the applications of that rule: "Do unto others as ye would that they will do to you."

Practice in essential skills

(Continued from Page 248)

were going and what the activities would be. This particular day, class was being held on a large general farm about three miles from the college. The rancher had been contacted previously and all arrangements made.

Upon arrival, introduction were made and the farmer took the class to a large holding pen which had around seventy-five head of feeder hogs in it. He explained to the class that they were to car-notch and castrate the entire lot, and demonstrated his method of doing the job on one young boar. Then the class, operated in pairs, under the supervision of the rancher and coordinator from the college proceeded to complete the operation on the remaining swine. Each student did at least five or six head apiece.

After this job was finished, the farmer stated he had a six-hundred pound boar he would like "stagged." As there was sufficient time before noon, the class cooperated in catching and snubbing the boar while one member performed the operation. A brief discussion as to various methods used in this operation followed after which the group returned to school.

To Be Continued

The students who participated were quite enthusiastic over the work, as can be gauged from the fact that of the sixteen people enrolled, average attendance was twelve. Ordinarily this would not be significant, but considering that it took one-half day away from a very crowded undergraduate program, gives it meaning, not to mention the fact that no credit was given for the course. One factor desired from the student's viewpoint is that a class held on farms away from school gives them good training and an opportunity to observe and participate in the same type of activity they will be doing as teachers of vocational agriculture.

The plan at present is to continue this program; however, each semester the group will be assembled and the list of essential agricultural skills each student is able to do will be re-evaluated. In this manner practice will always be given in the area in which the individual most needs training.

The goal in the future is to produce capable teachers of vocational agriculture who will not only be well schooled in fundamental agricultural background, but will have confidence in themselves to perform the various agricultural jobs with their hands.

Natural and constructive recreation is essential to rich and normal living.

Choosing employment

C. S. ANDERSON, Teacher Education, Pennsylvania State College

A rating scale to be used by teachers of vocational agriculture

C. S. Anderson

THE accompanying rating scale is suggested for use by teachers of vocational agriculture when choosing a place of employment. With only a few minor changes, the rating scale is actually the work of thirty-eight upper-class students recently enrolled in a course in the *Philosophy of Agricultural Education.*

Members of the class kept wanting to return to discussions of the teachers' working environment, living and home environment, economic security, opportunities for success and professional advancement, etc. Seldom before have I directed the discussions of a group of prospective teachers who were so job-conscious and who could raise so many penetrating questions. Because their problems sounded more important than some of the topics in my course outline, I decided to go along with them. But first I made a few assignments, and this rating scale is the outgrowth of one of the assignments.

Each man was asked to prepare a list of factors or conditions pertaining to places of employment which he would consider when the time came for him to look for a job, to limit the list of factors to twenty, and to arrange the items in the form of an evaluative instrument. The thirty-eight lists contained an amazingly wide variety of factors. They seemed to include everything imaginable from, "Can I keep a cow?" to "Does the town have good television reception?"

Next I appointed a committee of three of the best minds in the class and gave it the thirty-eight papers and the assignment of reducing the two hundred or more distinguishably different factors to twenty that would be acceptable to the class. The rating scale you see is what they came up with. We offer the instrument for what it may be worth. It is untried. Perhaps someone will take over from here and really perfect it.

Those of us who have not looked for a job for a decade or two can learn a lot from these 1950 neophyte job hunters. They want a crystal-clear picture of the job and the duties and responsibilities associated with it. They know what to expect in the way of a teaching load and they know their own limitations. Generally speaking, they are not very salary-conscious.

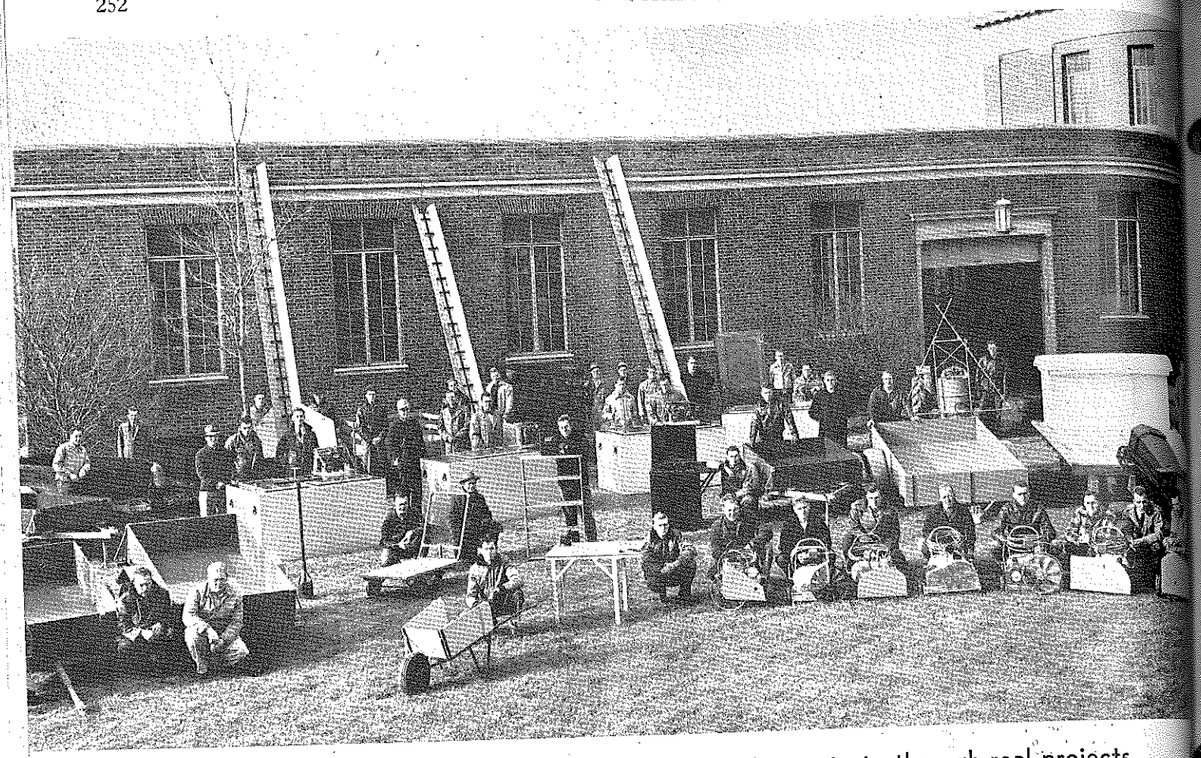
Many of these men are veterans, married, and have spent their share of time in trailer camps and crowded apartments. The community that offers them plenty of leg-room, space to run their growing children, and comfortable, convenient homes at reasonable costs is the community that will get their employment nod.

A Rating Scale to Be Used by Teachers of Vocational Agriculture When Choosing a Place of Employment

DIRECTIONS AND INTERPRETATIONS: Listed below are a number of factors or conditions, each to be considered by teachers of vocational agriculture when deciding upon a place of employment. The scale on the horizontal line extends from 1-5. The degree of desirability decreases reading from left to right. Each upright mark on the line represents one-fourth of a point. Read the brief descriptions below the line. Check above the descriptions that place on the scale which you believe most nearly represents the rating for the factor or condition. When you have checked the scale for all elements add the 20 scores to determine the total score. The total scores may be interpreted as follows: 20-30—Superior, 31-50—Good, 51-70—Average, 71-90—Poor, 91-100—Very Poor.

	1	2	3	4	5
A. The Community					
1. *Type of farming*	The prevailing type of farming of the community coincides with my interest and background of experience; etc.		My interest and background of experience partly coincides with the farming of the community; etc.		Do not feel sufficiently interested in or prepared to teach the type of farming that prevails in the community; etc.
2. *Prosperity of community*	A community with well kept farms and prosperous industries; many financially independent farmers, businessmen; etc.		A reasonably prosperous community; some fairly well kept farms; evidence of moderate wealth; etc.		The town and surrounding community look poor; people are not progressive; many run-down farms; etc.
3. *Community spirit and activities*	People are united in support of fine community activities such as fairs and lecture courses; etc.		Only a few desirable community activities are sponsored; community pride and spirit average; etc.		Worthwhile activities not well supported; community seems to lack interest, spirit, and home-town pride; etc.
4. *Roads and transportation facilities*	Excellent hard surfaced roads throughout the district; bus and rail transportation frequent and good; fine mail service; airport nearby; etc.		Roads generally good except winter season; some mud roads to travel; bus and rail and mail service fair; etc.		Roads poorly kept during winter; secondary mud roads throughout district; bus and rail service non-existent or infrequent; mail service poor; etc.
5. *Organizations to join*	Membership in organizations and clubs sympathetic with agriculture and with my profession is available to me; etc.		A few good organizations and clubs exist in the community; none are very active; etc.		No desirable organizations or clubs exist in the community for me to join; etc.
6. *Ancestry and religion of residents*	A majority of the residents of the community are of my ancestry and adhere to my religious beliefs; etc.		Many of the people are not of my ancestry and religion, but appear sympathetic with my ancestral and religious beliefs; etc.		Most of the people in the community are not of my ancestry and do not profess my religious beliefs; some evidence of intolerance; etc.
B. The School					
7. *Salary and increments*	Salary is sufficient to provide a comfortable living; compares favorably with other schools; regular salary increments provided; etc.		Salary below average for the region; salary increments irregular and uncertain; etc.		Salary too low to insure a comfortable living; obvious effort to hire teachers at lowest possible figure; no assurance or provision for salary increments; etc.
8. *Attitude of school administrators*	Enthusiastic about, and sympathetic with agriculture; helpful in boosting the department in the school and community; etc.		Indifferent and unconcerned about vocational agriculture; do nothing to either help or hinder the program; etc.		Tolerate agriculture in the school but are obviously disinterested; seem to impede the progress of vocational agriculture; etc.

(Continued on Page 257)



Prospective teachers demonstrate through real projects that they have the skills needed to - - - -

Building farm mechanics exhibits

W. R. MORRISON, Teacher
Clay Center, Kansas

FARM mechanics exhibits for local fairs and state fairs take considerable time and advance planning. The shop articles must be of high quality workmanship and good type construction, attractive in appearance, and above all useful on the farm.

A well balanced exhibit should indicate a cross section of the type of work carried on in the high school farm shop. Machinery constructed in the shop using salvage materials and of the nature farmers can construct on their own farm using their arc welders seem to attract the most attention. It is well to stress at the beginning of the school term that those articles reaching a certain standard of workmanship will be used in the school's exhibit at the state fair.

Practical and Interesting

In most cases equipment constructed has an immediate demand for use on the student's farm; therefore sometimes it is necessary before an exhibit to bring these articles back into the farm shop for repainting.

We have found such articles as rotary scrapers, bale elevators, power lawn mowers, tractor mowers, trailers, dehorning chutes, self feeders, post hole diggers, and concrete waterers capture the interest of the farm people.

The exhibit should be arranged in a neat manner with a card accompanying each article giving the following information: (1) the boy's name, (2) the hours required in construction, (3) the approximate cost of construction, (4) the cost of the article if purchased from a dealer, and (5) if the salvage material was secured on local farm or from a junk dealer.

I am of the opinion that no student should be encouraged to build an article for the sake of an exhibit; there should be a definite need on the students home farm for that article and if at all possible, it should be useful to carrying out his farming program.

Notice

Student subscriptions usually expire with the June number. Students who wish to maintain a complete file should arrange to become a regular subscriber.

Farm Mechanics
R. W. CLINE

Farm shop practices

Shown in the above picture are forty-five prospective teachers of vocational agriculture in the course Ag. Eng. 8, "Farm Shop Practices," in the 1949-50 fall semester at the Pennsylvania State College. The instructor is Professor A. S. Mowery, a former teacher of vocational agriculture. It is evident that in this course hand and power tool processes are learned at the "doing" level. The "take home" projects included:

10 trailers or wagon bodies of different types
4 home freezing and refrigeration units
7 air compressors for farm shop use
3 grain and bale elevators

and a number of other practical and useful pieces of equipment—a poultry picker, a gutter cleaner, a wheel barrow, a hand truck, a steel workbench, and a weed control spray rig.

A basic goal of young farmers

(Continued from Page 246)

stall a farm water system, just how much help does he actually get? How many of us can teach the skills involved by actual demonstration and example? We know where to find a blueprint in the text, and we know the theory involved, but how many of us can and do go any further? Unless a teacher uses subject matter to teach his students, are we justified when we say he knows it? In vocational agriculture we say our students learn by doing. By doing what? Fundamental truths, superior practices, etc., are worthless to the student unless the teacher who knows them can use them in guiding the thoughts and actions of his students. And if we, as teachers, are unable to perform the operations involved, how can we ever except to teach our students the mastery of such skills and operations? We consider a student who does not use superior practices in his farming program a poor student or farmer. The writer feels the same line of reasoning would indicate that a teacher who knows his subject matter, but is unable to transfer it into practices that his student uses is a poor teacher.

5. TEACH FARMING, NOT SUBJECT MATTER, TO YOUR STUDENT. Most young men who are interested in farming as a career are not interested in subject mater, as such. At least, this is the conclusion the writer has reached after ten years as a teacher of agriculture. If this is true, then we as teachers should teach "farming" instead of subject matter. What do we mean by such a statement, and how can it be done?

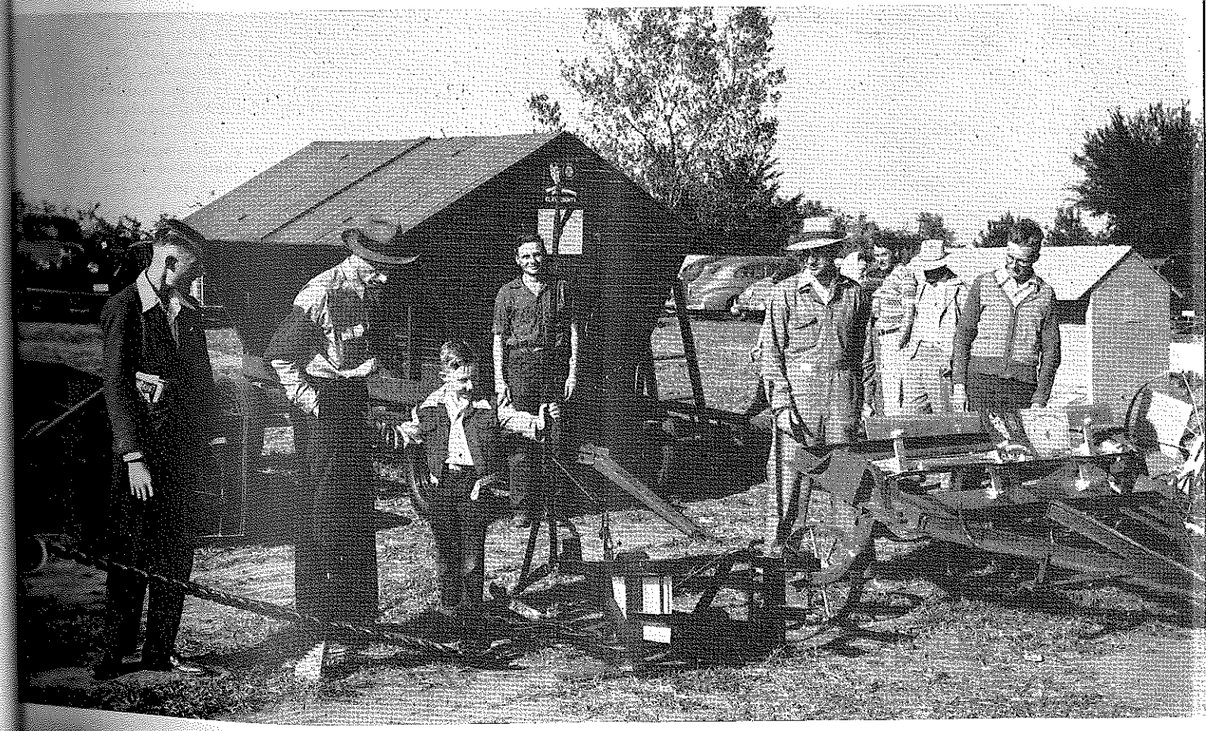
If one will analyze the psychology back of teaching students, using as a basis, the solution of a farming problem of the student himself, doesn't it seem logical that we can do a better job of teaching at the time and during the process of locating and selecting foundation animals for the very students who are going to make the purchase? The same applies to the use, maintainance and selection of equipment. Some of the best teaching ever witnessed was in connection with the preparation of students for making a trip to some farm or community in search of foundation livestock. The learning process does not end upon the completion of the purchase, but instead, it really just begins. If the need or problem is present among a portion of your students, and something concrete is done in helping them solve their problem, the teaching opportunities will present themselves from that day on until these students pass from your class. In fact, they will never end, and in no time at all you will find that an over-all farming program will be required, including a complete livestock and cropping program. And then, if not already present, you will have the task of developing a sound financial program for the farm operation.

6. LOVE AND BELIEVE IN YOUR WORK. The world is full of people who are performing their jobs in a mediocre fashion. Many of them are intelligent, well qualified individuals and from this standpoint should be successful in their endeavors, yet the failures of such people are very common. The field of vocational agriculture is no exception. Over the years the writer has been constantly reminded of a statement made by Charles Baxton: "Experience shows that success is due less to ability than to zeal. The winner is he who gives himself to his work, body and soul." If more of our teachers of vocational agriculture could put this into practice in their daily lives, many of our teaching problems would soon be solved. Our schools are staffed with *too* many teachers who are working for that monthly pay check, or just because, by happen-chance, they drifted into teaching. These and other reasons explain why we so often see poor results on the part of students.

We must all remember that no great evolutionary change will take place in American agriculture unless we as educators push for these changes, and teachers will not push for these changes unless they believe in them—unless they really believe in their own system of teaching the young farmers of today.

The statement that all of us have used to encourage many a young farmer on occasion—"There's more in the boy than there is in the farm"—might easily be rephrased to say, "There must be more in a teacher than we expect to get out of the boy."

- - - - carry out vital farm shop instruction required in a modern program of education in agriculture.



Future Farmers of America

H. N. HANSUCKER

Leadership training
Kentucky's F.F.A. camp

W. C. MONTGOMERY, Executive Secretary, Frankfort, Kentucky

THREE HUNDRED Future Farmer officers and their advisers representing sixty chapters participated in the leadership training program offered at the Kentucky State F.F.A. Camp last summer.

Although different from the usual camp program, in that leadership training was featured rather than recreation, these chapter officers and their advisers were very enthusiastic over the program and requested that it be continued in 1950.

Our summer camping program is five weeks in length, starting the last week in June and continuing through the month of July. Each camping period begins on Monday and ends Friday noon. Monday morning is set aside for registration, assignment of quarters, and to group organization for the week. Breaking camp at noon Friday allows each group of chapter officers to get home Friday afternoon or evening.

The daily camp schedule follows:

6:00 A.M.
Getting up time

6:20 A.M.
Setting up exercises

7:00 A.M.
Breakfast

8:30-9:30 A.M.
Instruction period

9:45-10:45 A.M.
Instruction period

11:00-12:00 A.M.
Instruction period

12:00 M.-1:15 P.M.
Lunch

1:15-2:15 P.M.
Supervised instruction in casting and handling firearms

2:15-5:15 P.M.
Athletic program

5:30 P.M.
Supper

7:00-8:00 P.M.
Program (Speakers, movies, parliamentary procedure and group contests)

10:00 P.M.
Lights out

Since I am dealing with leadership training, I will only mention the other phases of the camp program. The camp was staffed with two vocational agriculture supervisors, assisted by a number of teachers with good local F.F.A. programs. One supervisor served each week as camp director. This supervisor held daily staff meetings to discuss the problems to be taught the following day.

The first work period each day found the chapter presidents, vice-presidents, secretaries, treasurers, and reporters working in their respective groups, on problems relating to the duties and responsibilities of the particular group.

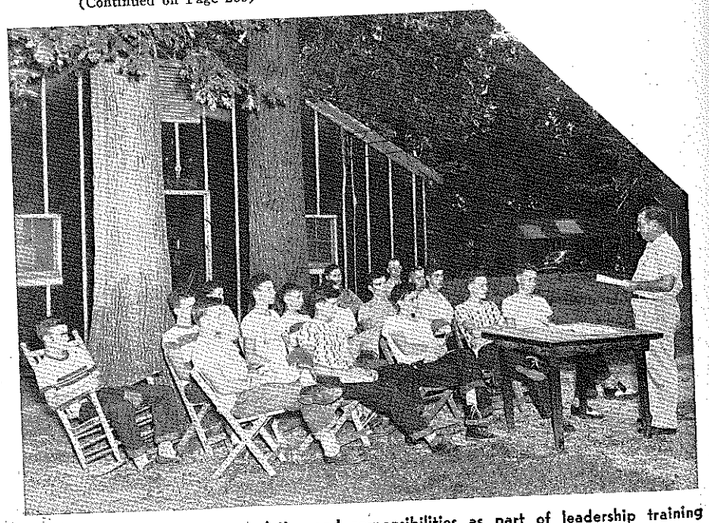
Chapter advisers not working as instructors, rotated each day from one group of officers to another.

During the second instructional period, officers and advisers from five or six chapters formed working groups. The number of groups formed depended upon the number of chapters attending camp that week. These groups worked on developing sound programs of activities for chapters. Particular emphasis was placed upon (1) selecting basic chapter activities common to the community, (2) stating clearly goals for each activity and (3) planning ways and means of carrying out the proposed activities.

The third period each morning was used by each group of chapter officers and their adviser to work on their chapter budget for the new year; to plan the chapter committee organization; and to work on the chapter program of activities. Staff members were available during this period to assist any group needing help.

Following the lunch hour, all officers and advisers received instruction in

(Continued on Page 263)



Chapter secretaries work out duties and responsibilities as part of leadership training program at Kentucky F.F.A. camp.

Can you farm and teach?

STEVE M. SMITH, Teacher,
Machias, New York

THE question is often asked—does operating a farm make you a better teacher. I say that the answer is yes! I believe I speak from experience having taught vocational agriculture fourteen years: the last three and one-half years as the owner of an 87 acre land class V farm in western New York. Purebred Holsteins, potatoes and poultry are the major enterprises.

If we are sound in our thinking that supervised farming is the practical basis of much good teaching (and what true vo-ag man doesn't agree) does it not follow that for the teacher to have his hand in the operation of a good typical farm business in the area is an effective teaching method?

No longer do I have to say that farmers tell me they make a certain profit on their poultry flock: I refer to my own cost account book. My breeding chart proves (or disproves) the efficiency of artificial insemination. In addition I keep a farm inventory book, D.H.I.A. records, and have individual health records on all cows: all are useful teaching materials.

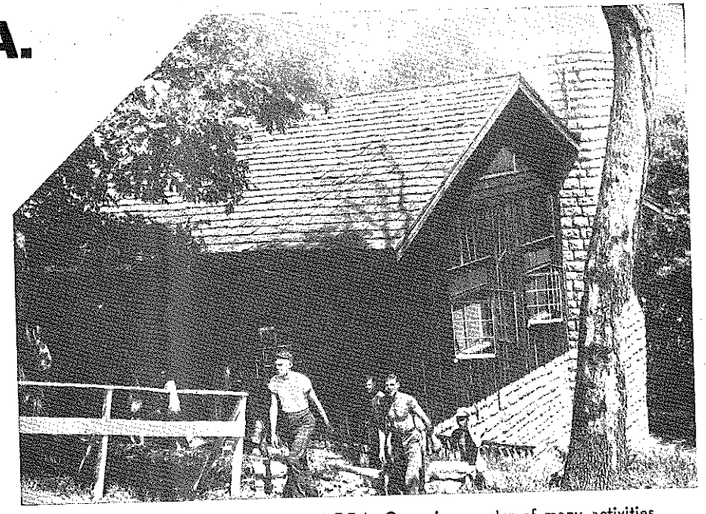
I believe that having milked my herd during the severe drought made me more conscious of the seriousness of conditions than if I were not farming. The teacher-farmer can appreciate the problems of his boys and their dads. To do an effective teaching job the teacher must have the confidence of students and parents. Owning a farm business is one of the best ways to win that confidence. Just the fact that student and teacher or parent and teacher have something in common often lays the foundation for a long and fruitful relationship.

All records kept on my farm are

(Continued on Page 257)

Missouri F.F.A. camp

JAMES A. BAILEY, District Supervisor
Jefferson City, Missouri



The Recreation Hall at the Missouri F.F.A. Camp is a center of many activities.

BOYS like to go camping . . . Good ideas are developed by all F.F.A. chapters. Then why not go to camp? And why not exchange good ideas? This was the thinking of those who were responsible for initiating the Missouri F.F.A. Leadership Training Camp in 1945.

The area which, in Missouri, is known as the State F.F.A. camp, is a part of the Lake of the Ozarks Recreational Area. The some 500 acre section ordinarily used by the campers is a part of a 22,000 acre tract of land and water owned by the State of Missouri and administered by the Missouri Park Board. The Lake of the Ozarks is created by Bagnell Dam, and is one of the largest of man made lakes, having a shore line of more than 1,000 miles. Such an area provides ideal recreational facilities for campers. The buildings are of rustic frame construction and consist of: a general office or headquarters building, kitchen-dining room, recreation hall, hospital, latrine-bath house, shop, boathouse, three officer's quarters and ten barracks buildings each of which is designed to accommodate from 16 to 20 persons. The officer's quarters are completely modern and are used by members of the permanent camp staff. The recreation hall is a beautiful building located on a cliff overlooking the lake. This building is equipped with three stone fireplaces and has a large assembly hall, a game room, and a lounge or lookout room.

Season—Schedule—Staff

The camp is operated by the F.F.A. from mid-June to late August. Campers arrive on Monday and depart on Saturday of the same week, after spending five days vacationing with 100 to 150 other members and advisers. An average of fifteen chapters attend each week and since no attempt is made to schedule any one section of the state for a given period, these chapters usually represent almost every section of Missouri.

In order that advisers and boys can be relieved of many of the duties of operating the camp, a quite large permanent staff is employed. The 1949 staff was composed of a camp director, business manager, F.F.A. leadership director, registered nurse, water front director, two water front assistants, a cook, and three assistant cooks. With this staff of permanent employees both students and instructors are free to participate in the daily program of activities. Very little of the routine work of operating the camp is done by the campers other than to keep the sleeping quarters and grounds tidy and presentable.

Campers arrive on Monday afternoon, register with the camp director, present health certificates prepared by their local physicians to the camp nurse, and are assigned quarters. They go immediately to the swimming area and are checked for swimming ability by the water front staff. They are grouped as swimmers, intermediates, beginners, or non-swimmers, and remain in the same group throughout the week or until "graduated" to a group of greater ability.

During dinner of the first day at camp, a suggested program for the week is announced and instructions are given for the election of the committees which will be in charge of the program. Each committee is made up entirely of boys with one or more instructors acting as advisers. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively in charge of the week's activities.

A Typical Daily Program

5:30 to 6:00 A.M.
Conservation field trips (optional)

6:00
Rise and shine

6:25
Bugle call and flag raising

6:30
Breakfast

7:15 to 7:45
Clean up barracks and grounds for later inspection

7:45 to 8:45
1. Conservation study. The eight barracks alternate two at a time each morning
2. Remaining barracks continue tournaments other than softball
3. Instructors shuffleboard tournament
4. Conferences and committee meetings

8:45 to 10:00
F.F.A. leadership training period. *All present*

10:00 to 11:30
Swimming and boating (field study with conservationist by special arrangement)

12:00
Lunch

12:45 to 1:00 P.M.
Free period. No active games

1:00 to 4:00
Sports program. Choice of softball, badminton, shuffleboard, ping pong, horseshoes, etc. (boating and fishing by special arrangement)

4:00 to 5:30
Swimming and boating

5:45
Warning bell for dinner

5:50
Assemble for flag lowering

6:00
Dinner

6:45 to 7:45
Free time, committee meetings, conferences with F.F.A. director

8:00 to 9:50
Evening program:
Monday—Get acquainted — sing night
Tuesday—Conservation
Wednesday — Vespers (7:00 to 7:30, or sundown, on lake shore)
Council ring—games (8 to 9:50)
Thursday—Stunt night
Friday — Square Dance (girl scouts from neighboring camp)

10:00
Lights out.

Just how much time in the program to give to F.F.A. study meetings has been a difficult problem for committees to decide. Boys go camping to have fun. Many however, come to camp to learn of ways to improve the activities of local chapters. In fact, some chapters pay part or even all of the expenses of officers in order to get ideas for the improvement of activity programs. During the first four years of the camp, this portion of the program was directed by instructors who were in attendance during each of the camping periods. In 1949 the policy of employing the adviser of some outstanding chapter who would be present for half or even all of the season was initiated. This plan resulted in quite uniform programs throughout the season and was so well accepted that it will probably be continued. An attempt is made to have at least one state officer present for each camping period.

(Continued on Page 263)

Developing an F.F.A. scrap book

J. BYRON ROCKWELL, Adviser, LaCrosse, Virginia

J. B. Rockwell

I AM reminded, when asked why I started an F.F.A. Scrap Book, of the farmer who back in the years before all the present-day complications of income tax kept an unusually accurate farm account for 20 years. When asked why, he replied, "Chiefly to settle arguments with my wife." For some reason when asked why I started an F.F.A. Scrap Book, I am reminded of that story, for there is no doubt that evidence printed in black and white is pretty infallible. But there are many other reasons why I have an F.F.A. Scrap Book. It really was created through necessity, for during the seven years that I have taught vocational agriculture at LaCrosse High School, I have lived at the LaCrosse Hotel, and it did not take me long to discover that things which I wanted to keep, unless tied down, were discarded by the maids as trash, and so my scrap book came into existence.

Many Values

Since I began it, this scrap book has been a continuing source of great pleasure and pride, not only to me, but to my friends, my students, and former students. I find them making almost as much use of my scrap book as I do myself. Quite often, especially during vacation, one will drop by my room, usually with a girl, and say, "Mr. Rockwell, I want Sally to see your scrap book," and soon he has found the page containing his picture, and the clipping that tells how he won the state forestry contest, some other award or recognition for his efforts. You can just see his stock rising in the estimation of his girl, as she reads of his accomplishments, and why not, for he, along with other boys and girls, made that book possible. Did I say girls? Yes, for once when the home economics teacher left in the middle of the session, I carried on the work of the F.H.A., and my scrap book carries evidence of the development of some real leaders.

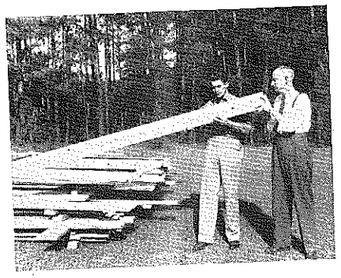
I find my scrap book of value as a reference book. Quite often some one visits me or writes for an article on the accomplishment of some student or event that happened during my teaching career. All I have to do is open my book and there they are just as they happened, records of events that would have long been forgotten if it hadn't been for my scrap book.

Procedures

In developing my scrap book, I find it necessary to paste in the pictures, news clippings, programs, etc. of events as happenings when they happen, for if one waits until they accumulate the task will be too great and it will be difficult to bring the book up to date.

It would take too long to enumerate all the events that have happened over the period of years, but I would like to touch on a few of the highlights. Every student that has been enrolled in vocational agriculture and F.F.A. under me has his picture somewhere in this book. If I could not secure an individual picture I have him in a group. Also, in this book is a follow-up record of each student.

As I thumb through my scrap book I find memoirs of such events as the following: The first one I would like to mention occurred in 1943 when it was found that lumber could not be secured for our shop. The F.F.A. members gathered on Saturday on the farm of one of their members and cut and hauled logs to a farm sawmill. The local boxmill planed the lumber for us. From that day on, our students never lacked for lumber in the shop.



The assistance given to former members now established in farming is recorded in memory book pictures.

We wanted a community cannery. We were told that no funds were available to construct such a building. Not to be out-done the members tore down the walls of the school auditorium that had been destroyed by fire, and cleaned enough brick to build a community school cannery. In 1945 a member won second in the state public speaking contest, first in the forestry essay contest, third in the state swine judging contest, and fifth in the state chapter contest. Three boys received the State Farmer degree, and one was elected vice-president of the Virginia Association. This is all recorded in the scrap book.

In 1946 the chapter won first in the district and third in the state chapter contest. I was selected to accompany the Virginia delegates to the National Youth Camp at Camp Miniwanica. A member of the chapter won first in the forestry contest. The veterans class organized the first "Keep America Green" crew in America.

In 1947 a member received the American Farmer degree and together we went to Kansas City to the National F.F.A. Convention. Members of the F.F.A. and veterans sponsored a $25,000 community baseball park.

On April 1, 1948 the first 1-day farm demonstration, "Cavalcade of Conservation," ever held in eastern United States was held on the farm of two of the members of the LaCrosse Veterans' Class. This demonstration was attended by over 15,000 people from all parts of the United States. Here one saw hundreds of workers using the greatest collection of farm machinery ever assembled on a Virginia farm. Tons of lime, fertilizer, and seed established a program of soil saving that ordinarily would require an owner at least five years to accomplish alone. In order that the educational value of this project be preserved, a permanent committee has been formed to hold an all-day field day on this farm each year, the first of which was held in 1949.

And then when I become weary at morn, and weary at night, and fretted and sore of heart, I turn to the back of my book and read Samuel Peck's "THE GRAPEVINE SWING." This poem gives me new life and I am ready again to face the battles of life and go on adding accomplishments to my F.F.A. Scrap Book.

The planning and hard work required for preparation of attractive exhibits is recalled in a picture from the memory book.

Father-son club

THE Vancleave F.F.A. chapter has been in operation a little over a year after closing in 1941.

Our chapter attempts to carry out a well balanced program of activities. We have regular meetings twice each month. These meetings are held at night. We often have special meetings called during school time which are business meetings, and our night meetings usually include business, an educational speaker or movie, recreation, and refreshments.

In November we invited our fathers out to one of our meetings, and we had an attendance of 52. This joint meeting resulted in a better understanding of the objectives of our organization, and also resulted in the organization of a Father-Son Club which meets on the second Tuesday night of each month. This is one of the regular F.F.A. meeting nights. We feel that this organization has partly solved the transportation problem, in that all F.F.A. members have transportation to at least one meeting per month.

S. F. Davis, Adviser,
The Mississippi Future Farmer

Choosing employment (Continued from Page 251)

9. *Pupil enrollment in agriculture*	Enrollment of interested farm boys sufficient to demand full time of the instructor; small enough for individual guidance and instruction; etc.	Medium enrollment; requires instructor's full time; enrollment composed partly of interested farm boys; etc.	Enrollment either too large or too small for one teacher; composed largely of town or disinterested farm boys; etc.
10. *Working conditions*	Well lighted, ventilated and heated classroom; sufficient funds to provide textbooks, supplies, teaching aids; adequate shop space for farm machinery; etc.	Moderately well lighted; heated and ventilated classroom; frequently limited in supplies and equipment; shop space inadequate for large machinery; etc.	Poorly lighted; heated and ventilated classroom; shop space insufficient for farm machinery; limited classroom and shop equipment; supplies inadequate for effective teaching; etc.
11. *Young and adult farmer classes*	Conduct of young and adult classes an established community practice; farmers enthusiastic; school administration cooperative; etc.	Opportunity for young and adult classes fair; school administration approves but does not urge conduct of classes; farmers moderately interested; etc.	Doubtful interest on part of farmers or school administrators; previous young and adult classes have failed; etc.
12. *F.F.A. chapter condition and possibilities*	A strong, well organized, active F.F.A. chapter; boys enthusiastic and willing to work in the interests of the chapter; etc.	A fairly active F.F.A. chapter; well organized; boys are enthusiastic and interested at times but not always willing to work; etc.	F.F.A. chapter is poorly organized and inactive; no record of past accomplishments; boys lack initiative; teacher must keep prodding them, etc.
13. *Tenure and success of previous teachers*	Previous teachers highly successful; their services appreciated in the community; moved for still greater opportunities elsewhere; etc.	No previous agriculture teacher remained longer than three years; most of them moved to better positions; rumors of community criticism; etc.	School is usually looking for a new teacher of agriculture; no teacher has remained long enough to develop a successful agricultural program; etc.
14. *Advisory Council*	Teacher of agriculture encouraged by school administration to organize an advisory council to support and promote his program; farmers are cooperative; etc.	Values and functions of an advisory council not generally understood; progressive leadership lacking; etc.	School administration feels that an advisory council would not help the program, might even hinder it; farmers not interested; etc.
15. *Opportunity for professional improvement*	Teachers encourage to do advanced study; agriculture teacher occasionally given time for refresher courses; importance of professional improvement recognized; etc.	Permission given reluctantly for advanced study; school board and administrators minimize the necessity for refresher courses; teachers must take initiative; etc.	Agriculture teacher not allowed time away to study; no incentives such as salary bonuses for advanced degrees; etc.
C. The Home and Family Considerations			
16. *Dwelling for my family*	Comfortable, well located, modern houses available to rent or buy; rents and prices reasonable; etc.	Moderately comfortable houses or apartments available; conveniences limited; long distance from school a factor; etc.	Practically no choice of living quarters; only uncomfortable, inconvenient, over-priced homes available; etc.
17. *Schools for my children*	Excellent public schools, well located and within walking distance; competent teachers; good facilities for play; etc.	Only fair public schools; reached by bus; competent teachers; fair facilities for play; etc.	Small, crowded, rural-type schools; inadequate bus service; teachers average or below; poor facilities for play; etc.
18. *Medical care for my family*	Excellent, local doctors; good hospitals in the town; competent, local dentists; etc.	Good doctors located in the town; dentists available; nearest good hospital located in neighboring community; etc.	No good local doctors or dentists; good hospital not within easy driving distance; etc.
19. *Shopping facilities for my family*	Excellent variety of competitive stores are located in the town; etc.	Some good local stores; others located in neighboring community but within reasonable driving distance; etc.	No first class, local stores; shopping facilities limited in nearby towns; must depend to a great extent on mail order shopping; etc.
20. *Friends and organizations for my wife*	Women my wife's age who share her interests; clubs for her to join; other women her equal in intellectual and moral standards; etc.	Women of assorted ages who partly share wife's interests; limited opportunities for club and social life; etc.	Very few women of my wife's age and interests; no club life; intellectual and moral standards low; etc.

Can you farm and teach?

(Continued from Page 254)

available for detailed study by the boys. They have the privilege of visiting the farm at any time. We have made variety tests and are conducting a pasture management program. On several occasions the chapter as a group has worked for me to raise funds.

To be sure such an arrangement puts the teacher on the spot. He must be able to practice what he preaches. If he can't, he had better quit preaching! In many cases his will be chiefly a managerial role. The many duties of the ag teacher in most schools precludes the possibility of operating the farm without extra help. This is only another excellent opportunity to put into effect some good work agreements, profit sharing plans and sensible labor employer relations. A former chapter president is entering his third year on my farm under definite wage and percentage of labor income arrangement. He is well started on his way to become established as a successful farmer in our community. As a result of this successful setup several other farmers in this area are considering similar plans.

Circumstances alter cases but in many instances I'm sure that the wise and careful management of a moderate size farm business will make a teacher of agriculture of more practical value to the rural folks in the school wherein he serves, as well as offering the best possible environment in which to rear his family. Yes, I believe that operating a farm has made me a better teacher of vocational agriculture.

Operative skills essential

JACK L. HARPER, Teacher, Rouston, Louisiana

Louisiana teachers indicate areas of strength and deficiency in their training.

J. L. Harper

THE purpose of this study is to determine (1) what operative skills are essential to the teachers of agriculture, (2) what operative jobs the teachers are asked to perform, (3) what operative skills the teachers do possess before going into the field to teach, and (4) in what operative jobs the teachers feel the need for further training.

A list of operative jobs was compiled from textbooks, bulletins, and other references. This list was confirmed by the heads of the technical departments at the Louisiana State University. Then it was mailed to all Louisiana teachers of agriculture who were asked to check the list of jobs for (a) essentiality, (b) usage, and (c) the need of further training. There was a return of 76.6 per cent of lists with at least one coming from each parish in the state.

The general field of agriculture was arbitrarily divided into the following sections: field crops, livestock and poultry, horticulture, food preservation, and farm shop.

Field Crops

The division of field crops covered those crops grown to any extent in Louisiana as such. It was divided into several groups of related jobs. Those groups are: general field crops jobs including those pertaining to land preparation, planting, cultivation, harvesting, and storing of field crops. Included were field crops like corn, sugar cane, cotton, Irish and sweet potatoes, rice, oats, legumes, hay, peanuts, strawberries, and melons. No job was repeated in any of the groups.

The teachers rated the crop groups as follows: (1) *essentiality*—corn, cotton, oats, legumes, hay, peanuts, potatoes, general field crops, strawberries, melons, sugar cane, and rice; (2) *usage*—corn, potatoes, cotton, oats, legumes, hay, peanuts, general field crops, sugar cane, strawberries, melons, and rice; (3) *inadequate training* — rice, strawberries, oats, legumes, hay, peanuts, cotton, general field crops, sugar cane, corn, potatoes, and melons.

In the entire check list on field crops there was an aggregate of 12,075 jobs that might have been checked. Of these, 79.5 per cent were checked as essential with 40.4 per cent being checked as having been used or taught, and 29.1 per cent checked as jobs in which training was inadequate.

Livestock, Poultry

The general division of livestock and poultry was divided into groups of jobs on general livestock, including those jobs which applied to any class of livestock, i.e., jobs on cattle, sheep, swine, and poultry.

The teachers rated these jobs as follows: (1) *essentiality*—general livestock, poultry, cattle, swine, and sheep; (2) *usage*—general livestock, swine, cattle, poultry, and sheep; (3) *inadequate training*—general livestock, sheep, cattle, poultry, and swine.

There was an aggregate of 9,989 jobs that could have been checked on the section on livestock and poultry. Of this number, 87.1 per cent were checked for essentiality, 61.7 per cent were checked as having been used or taught, and 25.6 per cent were viewed as jobs in which training was inadequate.

Horticulture

The general division of horticulture includes groups of jobs on gardening, landscape gardening, and orcharding.

The teachers ranked these groups of jobs as follows: (1) *essentiality*—gardening, landscape gardening, and orcharding; (2) *usage*—gardening, landscape gardening, and orcharding; (3) *inadequate training*—orcharding, landscape gardening, and gardening.

There was an aggregate of 8,694 jobs in this group that might have been checked. Of these, 85 per cent were reported as being essential, 61.8 per cent were checked as having been used, and 17.6 per cent were placed in the inadequate training area.

Food Preservation

The division of food preservation had only one group of jobs that covered the slaughtering, cutting, and wrapping for freezing of the different meats; the preparation of vegetables and meats for canning, and the operation of all the equipment of a community canning center.

Although only 57.4 per cent of the teachers checked these jobs for usage, 89.3 per cent thought the jobs were essential, and 31.7 per cent believed their training insufficient.

Farm Shop

Operative jobs in the division of farm shop were divided into the following groups: bench woodwork, concrete work, farm surveying, cold metal work, belts and pulleys, sheet metal, rope and harness work, glass work, plumbing, electrical work, wood painting, and tractors, gas engines, and trucks.

The teachers rated these groups as follows: (1) *essentiality*—bench woodwork, wood painting, glass work, farm surveying, concrete work, cold metal work, rope and harness work, sheet metal, plumbing, tractors, gas engines, and trucks, belts and pulleys, hot metal work, and electrical work; (2) *usage*—wood painting, glass work, bench woodwork, concrete work, sheet metal, farm surveying, cold metal work, plumbing, rope and harness work, hot metal work, tractors, gas engines, and trucks, electrical work, and belts and pulleys; (3) *inadequate training* — electrical work, tractors, gas engines, and trucks, belts and pulleys, farm surveying, concrete work, hot metal work, plumbing, wood painting, glass work, cold metal work, sheet metal, bench woodwork, and rope and harness work.

An aggregate of 22,218 farm jobs could have been checked. Of these, 83.5 per cent were checked as essential, 45.7 per cent were considered as being used, and 37.3 per cent were viewed as in need of further training.

Some Conclusions

The percentages of teachers checking each job for essentiality ranked the various sections (areas) in this order: (1) food preservation, (2) livestock and poultry, (3) horticulture, (4) farm shop, and (5) field crops. This ranking would seem to indicate a trend in the essentiality of jobs away from the actual growing of crops.

Areas rated according to the percentages of teachers checking the jobs they have been called on to do or to teach, ranked as follows: (1) horticulture, (2) livestock and poultry, (3) food preservation, (4) farm shop, and (5) field crops. This percentage rating would seem definitely to indicate a trend in the teaching of agriculture.

Based upon the percentages of teachers checking the jobs on which they consider their training inadequate, the ratings of the areas in which they need the least training is as follows: (1) horticulture, (2) livestock and poultry, (3) field crops, (4) food preservation, and (5) farm shop.

Studies and Investigations

E. B. KNIGHT

The Roslyn, South Dakota, F.F.A. boys are staging bond honor roll. The contest opened October 1, 1949 and will close May 1, 1950.

The purpose for sponsoring the bond drive is to give the students the necessary financial banking of 25 to 30% of real estate value that should be maintained at all times if a business or a farm is to succeed over a period of years.

South Dakota News Letter

Studies in progress in Agricultural Education*

NORTH ATLANTIC REGION

Compiled by W. Howard Martin, University of Connecticut.

ACKERMAN, P. G. A Study of Graduates and Drop-outs in Vocational Agriculture in Selected Areas of New York State for the School Year 1939-40. Cornell University, W. A. Smith, Adviser.

AKER, GAY V. A Study of Tenure of Vocational Agriculture Teachers in New York State. Cornell University, E. R. Hoskins, Adviser.

ANTHONY, FRANK. Agricultural Education for the Middle East. Thesis, Ph.D., Pennsylvania State College, Henry S. Brunner, Adviser.

BALSER, RICHARD L. Development and Measurement of the Effectiveness of Different Methods of Presenting Agronomic Data Pertaining to Fertilization in rotation of Small Grains and Forage Crops. Thesis, Ph.D., Pennsylvania State College. Henry S. Brunner, Adviser.

BARTOO, DOUGLAS F. The Institutional-on-Farm Training Program in New York. Cornell University, E. R. Hoskins, Adviser.

BISHOP, FRANK A., JR. A Study to Determine the Character of Instruction Offered by Selected Departments of Vocational Agriculture to Pupils at the Junior High School Level. Cornell University, W. A. Smith, Adviser.

BLANK, CARL W. A Public Relations Program for the Promotion of Vocational Agriculture. Thesis, M.S. Pennsylvania State College, Henry S. Brunner, Adviser.

BLOUNT, W. A. Improving Living Conditions in Negro Residential Districts Through Adult Classes in Horticulture. Thesis, M.S. Pennsylvania State College, Clarence S. Anderson, Adviser.

BOND, ERNEST F. A Follow-up of I. O. F. Program in Harrison County, West Virginia. (Problem for M.S.) West Virginia University, Dr. D. W. Parsons, Adviser.

BURNS, PAUL. Selection of Pupils for All-day Classes in Vocational Agriculture in Pennsylvania, Thesis, M. S. Pennsylvania State College, Clarence S. Anderson, Adviser.

BUTLER, R. C. Factors Influencing the Choice of Vocational Agriculture Teachers. Thesis, Ph,D., Cornell University, E. R. Hoskins, Adviser.

CARTER, J. M. A Study of the Young Men Who Were Awarded State Farmer Degree (F.F.A.) in New York from 1929 to 1948. Cornell University, W. A. Smith, Adviser.

COOK, LAWRENCE. Farming Opportunities in the Vestal Central School Area. Cornell University, E. R. Hoskins, Adviser.

CRANE, E. W. An Evaluation of the Supervised Farming Programs in the Trumansburg Area from 1917 to 1947. Thesis, Ph. D., Cornell University, E. R. Hoskins, Adviser.

DEMICK, DONALD. The Construction of a Device for Measuring Skill and Management Responsibilities of Vocational Agriculture Students. E. R. Hoskins, Adviser.

DETURK, RALPH S. Buildings for Vocational Agriculture. Thesis, M.S., Pennsylvania State College, Henry S. Brunner, Adviser.

DICKERMAN, R. M. The Administrative Problems of Teachers of Vocational Agriculture. Cornell University, E. R. Hoskins, Adviser.

DUNKELBERGER, P. C. A Farming Program Record Book for Pennsylvania. Thesis, M.S., Pennsylvania State College, Glenn Z. Stevens, Adviser.

DUNLAP, W. H. Cooperative Selling Activities in F.F.A. Chapters in Pennsylvania, Thesis, M.S., Pennsylvania State College, Glenn Z. Stevens, Adviser.

FALKENSTINE, JAMES C. A Follow-up of Institutional On-Farm Training Program in Lewis County, West Virginia (Problem M.S. Degree, West Virginia University). Dr. D. W. Parsons, Adviser.

FOSTER, EDDY E. An Analysis of the Reports of the New York State Supervisors of Vocational Agriculture to the High School Principals during the School Year 1939-40. Cornell University, E. R. Hoskins, Adviser.

GARTLEY, BOYD. Pupil Reading Ability in Relation to Success in Vocational Agriculture. Thesis, M.S., Pennsylvania State College, William F. Hall, Adviser.

GILMAN, P. A. The Extent to Which Skills Learned in Farm Mechanics are Functional on the Farm. Thesis, M.S., Pennsylvania State College, David R. McClay, Adviser.

GRIDLEY, J. ROBERT. A Study of the Transmission of Farm Businesses From Generation to Generation in New York State. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

HAMILTON, E. H. An Analysis of the Curricular and Extra-Curricular Activities of Former Agricultural Students of the New York State Agricultural and Technical Institute at Morrisville and the Implications in Terms of the Institute's Obligation to Prepare Students for Vocations and Participation in Community Life. Thesis, Ph.D., Cornell University, W. A. Smith, Adviser.

HAVLEN, F. J. A Survey of the Farm Shop Jobs That Arise on Farms in the West Winfield Central School Area. Cornell University, W. A. Smith, Adviser.

HIGLEY, E. I. Determining the Need and Content for Farm Shop Work, as a Part of the Teaching Program of the Webster High School Department of Vocational Agriculture. Cornell University, E. R. Hoskins, Adviser.

HORNE, THOS. J. The Participating Experience Phase of Teacher Preparation in Vocational Agriculture. Thesis, Ph.D., Pennsylvania State College, Henry S. Brunner, Adviser.

HOTCHKISS, O. E. A Study of the Factors Relevant to Selecting Prospective Vocational Agriculture Students, Cornell University, W. A. Smith, Adviser.

JAMGOCHIAN, ELI. A Study of the Supervisory Needs of Teachers of Vocational Agriculture in Their Problems of Teaching. Cornell University, W. A. Smith, Adviser.

JOHNDREW, O. F. The Marketing of Poultry Products in Northeastern United States. Cornell University, E. R. Hoskins, Adviser.

JOHNSON, ELLIOTT. The Revision of Courses and Special Programs in Vocational Agriculture for the Phelps Central School Area. Cornell University, E. R. Hoskins, Adviser.

JOY, A. F. A Consideration of the Factors Used in Developing the Type and Scope of a Program of Vocational Education in Agriculture for a High School Area. Cornell University, E. R. Hoskins, Adviser.

KARLSON, G. ANDREW. Evaluation of the Vocational Agricultural Education Program at Worcester North High School by Former Members. University of Massachusetts, Charles F. Oliver, Adviser.

KNAUER, DANIEL. Area Leadership Training Schools for the F.F.A. in Pennsylvania. Thesis, M.S., Pennsylvania State College, Glenn Z. Stevens, Adviser.

KREBS, A. H. Determining the Types of Programs in Vocational Agriculture in New York State as Related to the Schools and Areas They Serve. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

KUMPH, WILLIAM. The Place of Vocational Horticulture in the Secondary Schools of New York State. Cornell University. E. R. Hoskins, Adviser.

KUNSELA, WILLIAM R. A Study to Determine the Adequacy of Facilities at the Disposal of High School Departments of Vocational Agriculture in New York. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

MACK, J. A. Determining the Community Needs for Adult Education. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

McCUTCHEON, W. W. A Study of Needs for Agricultural Education in the Secondary Schools of Quebec, New Brunswick, and Nova Scotia. Thesis, Ph.D., Cornell University, W. A. Smith, Adviser.

MILLER, HAROLD W. A Study of the Certification Status of Vocational Agriculture Teachers in New York. Cornell University, W. A. Smith, Adviser.

MOYER, LESLIE. Planning for an Area Vocational School in West Central Pennsylvania. Thesis, M.S., 1951, Pennsylvania State College, William F. Hall, Adviser.

MUNGER, E. S. Determining the Units of Instruction for a Course of Study in Vocational Agriculture. Cornell University, E. R. Hoskins, Adviser.

MYERS, HARRY S. The Development of More Effective Methods of Obtaining and Presenting Research Data to Students of Agriculture in New York. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

NOAKES, HAROLD L. An Evaluation of the Camping Experiences of 500 Future Farmers of America As a Basis for the Improvement of the New York State Camping Program. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

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*The listing is continued from the preceding issue.

Studies in progress

(Continued from Page 259)

NORFORD, CHARLES A. Specifications for Educational Motion Pictures to be Used in Vocational Agriculture. Thesis, Ph.D., Pennsylvania State College, Glenn Z. Stevens, Adviser.

O'KELLEY, GEORGE L., JR. A Procedure for Planning Programs of Vocational Education to Meet Community Needs for Georgia Communities. Thesis, Ph.D., Cornell University. E. R. Hoskins, Adviser.

ONDREY, JOE C. Laboratories Facilities and Equipment for Vocational Agriculture Departments. Thesis, M.S., Pennsylvania State College, David R. McClay, Adviser.

PAVKA, JOHN R. A Study of Farming and Farm Practices in Two Rural Areas. Cornell University, E. R. Hoskins, Adviser.

PRESTON, L. A. The Agricultural Part of the Curriculum for Ithaca High School. Cornell University, E. R. Hoskins, Adviser.

RAHAUSER, L. C. Analysis of Production Practices for Efficiency Goals in Dairy Husbandry Enterprise Projects in Vocational Agriculture in South Woodbury Twp. Thesis, M.S., Pennsylvania State College, Glenn Z. Stevens, Adviser.

RANKIN, GLENN F. Training Objectives of a Selected Group of Veteran Farmer-Trainees and Measurement of their Advance in Farming in Cleveland County, North Carolina. Thesis, M.S., Pennsylvania State College, Clarence S. Anderson, Adviser.

RODGERS, H. E. A Survey of Approved Practices Used and Needed by Negro Farm Owners in Washington County, North Carolina. Thesis, M.S., Pennsylvania State College, Clarence S. Anderson, Adviser.

SIDNEY, HOWARD. Determining Farm Shop Facilities Necessary in New York State High Schools for Effective Teaching. Cornell University, E. R. Hoskins, Adviser.

STUMP, JOHN A. Development and Measurement of the Effectiveness of Different Methods of Teaching About Agricultural Cooperatives in Vocational Agriculture Classes. Thesis, M.S., Pennsylvania State College, Henry S. Brunner, Adviser.

SWECKER, JOHN B. A Study of the Progress of a Group of Veterans Enrolled in the Institutional On-Farm Training Program, Upshur County, West Virginia. (Masters Thesis, West Virginia University), Dr. D. W. Parson, Adviser.

TAYLOR, HENRY L. A Study of the Supervised Farming Program of Negro Students Studying Vocational Agriculture in Tennessee. Thesis, Ph.D., Cornell University, E. R. Hoskins, Adviser.

TUTHILL, FRED A. Study of the Tenure of Teachers of Vocational Agriculture of New York as Related to Reasons for Leaving the Profession. Cornell University, E. R. Hoskins, Adviser.

WILCOX, JOHN. Parent Procedures as a Basis for Determining Factors for Establishment of Young Men in Farming. Cornell University. E. R. Hoskins, Adviser.

WILSON, J. R. The School Farm As an Aid in Teaching Vocational Agriculture in Pennsylvania. Thesis, M.S., Pennsylvania State College, Glenn Z. Stevens, Adviser.

ZIMMERMAN, M. E. The State Project Record Book—Its Adequacy in the Present Program. Thesis, M.S., Pennsylvania State College, Henry S. Brunner, Adviser.

CENTRAL REGION

Compiled by J. B. McClelland, Iowa State College.

AGAN, RAYMOND. Swine Management Practices Used by Participants in the Institutional On-Farm Training Program for Veterans. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

ATHERTON, JAMES C. Criteria for the Selection of Student-Teaching Centers in Vocational Agriculture. Thesis, Ed.D., College of Education, University of Illinois, G. P. Deyoe, Adviser.

BECKER, ROY O. A Study of the Teaching Aids in Use in 25 Selected Vo-Ag Departments in Ohio. Non-thesis study, Department of Agricultural Education, Ohio State University.

BELL, EVERETT L. Factors Influencing Occupational Choices of Men Qualified to Teach Vocational Agriculture. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

BENDER, RALPH E. A Survey of Young Farmers. Non-thesis study, Department of Agricultural Education, Ohio State University.

BENDER, RALPH E. A Study of Programs as Conducted by a Selected Group of County Agricultural Agents and Teachers of Vocational Agriculture. Non-thesis study, Department of Agricultural Education, Ohio State University.

BENDER and RITCHIE. Evaluation of Student Teacher Participation Experiences. Non-thesis study, Department of Agricultural Education, Ohio State University.

BENTLEY, RALPH R. A Study of the Factors Influencing Vocational Choices of Agricultural College Students. Non-thesis study, Division of Education and Applied Psychology, Purdue University.

BERGMAN, R. W. A Study of the Status of "State Farmers." Master's Thesis, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

BICKNELL, J. E. Effectiveness of High School Curriculum Pattern as Background for Students in the Division of Agriculture of Iowa State College. Thesis, Ph.D., Department of Vocational Education, Iowa State College, James E. Wert, Adviser.

BJORAKER, WALTER T. Determining the Effectiveness of the F.F.A. Program of Work as a Basis for Instruction in High School Vocational Agriculture. Non-thesis study, Department of Agricultural Education, University of Minnesota.

BJORAKER, WALTER T. Methods of Improving the Effectiveness of the Summer Program of Work in Vocational Agriculture. Non-thesis study, Department of Agricultural Education, University of Minnesota.

BOURRET, JAMES. A Study of Multiple Teacher Departments in Nebraska. Thesis, M.S., Department of Vocational Education, University of Nebraska, C. E. Rhoad, Adviser.

BULLS, JOHN THOMAS. History of the Agricultural Extension Service in Alabama. Thesis, M. S., Department of Vocational Education, Iowa State College, J. A. Starrak, Adviser.

BYRAM, H. M. Study of Mechanical Activities of Selected Farmers in Michigan. Non-thesis study, Division of Education, Michigan State College.

CARTER, HERSCHEL H. Relation of Livestock and Dairy Cattle Judging Contest Scores Made in the 1949 Southeast Arkansas District F.F.A. Contest to Certain Other Variables. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

CLANIN, EDGAR E. A Vocational Agriculture Pupils Inventory of Farm Job Experiences. Thesis, Ph.D., Division of Education and Applied Psychology, Purdue University, B. C. Lawson, Adviser.

CLARK, R. M. A Study of Certain Factors Related to Permanence and Turnover of Teachers of Vocational Agriculture in Michigan. Thesis, Ed. D., Division of Education, Michigan State College, H. M. Byram, Adviser.

CHUNN, C. C. Study of Institutional On-Farm Training in three North Alabama Counties. Master's Thesis, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

DEACON, R. O. An Evaluation of Selected Visual Aids for Use in Vocational Agriculture. Master's Thesis, Department of Agricultural Education, Ohio State University, R. E. Bender, Adviser.

DEEMS, HOWARD W. Selected Aspects of the Supervised Farming Program in Nebraska. Thesis, M.S., Department of Agricultural Education, University of Nebraska, C. E. Rhoad, Adviser.

DEYOE, GEORGE P. A Study of Practices Used in Selecting and Initiating Programs of Supervised Farming. Non-thesis study, College of Education, University of Illinois.

DILEY, RAY E. A Study of the Effects of Junior Fair Exhibits on Vo-Ag Boys' Farming Programs. Non-thesis study, Department of Agricultural Education, Ohio State University.

DOUGAN, JAMES E. A Study to Identify the Experiences and Understandings of Twelve Vocational Agricultural Teachers and School Administrators Which are Beneficial in Developing Effective School Relationships for New Teachers. Non-thesis study, Department of Agricultural Education, Ohio State University.

DUIS, HAROLD. A Device for Measuring the Scope of Farming Programs of All-Day Boys. Thesis, M.S., Department of Vocational Education, University of Nebraska, C. E. Rhoad, Adviser.

FIELDS, MARVIN A. An Evaluation of Negro Departments of Vocational Agriculture in Virginia. Doctor's Dissertation, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

FIFE, RAY. A Survey of the Needs for Establishment of Vo-Ag Departments in Ohio. Non-thesis study, Department of Agricultural Education, Ohio State University.

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Studies in progress

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FIFE, RAY. A Study of F.F.A. Local Officer Training Programs in Four Selected States. Non-thesis study, Department of Agricultural Education, Ohio State University.

FIFE, RAY and PURKEY, D. R. A Study of Teacher Loads in Selected Departments of Vo-Ag in Northwestern Ohio. Non-thesis study, Department of Agricultural Education, Ohio State University.

FRAKER, J. W. A Study of the Needs of Productive Agriculture in the Stryker Community. Non-thesis study, Department of Agricultural Education, Ohio State University.

FURBAY, WALTER M. A Study of Procedures Used by 20 Selected Teachers in Developing a Vocational Agriculture Program During Their First Year in a New Community. Non-thesis study, Department of Agricultural Education, Ohio State University.

GARNER, R. A. Practices of Teachers of Varying Proficiency in Conducting Programs of Supervised Farming in Vocational Agriculture. Thesis, Ph.D., Division of Education, Michigan State College, H. M. Byram, Adviser.

GRIFFITH, GLENN H. A Study of Father-Son Relationships. Master's Thesis, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

GRUENWALD, RALPH. Crop Management Practices Used by Participants in the Institutional On-Farm Training Program for Veterans. Thesis M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

GUILER, G. S. Separation of Freshmen and Sophomore Classes in Vocational Agriculture. Non-thesis study, Department of Agricultural Education Ohio State University.

GUILER, G.S. Use of Kuder Test and Strong Interest Inventory in the Guidance Program of Prospective Teachers of Vocational Agriculture. Non-thesis study, Department of Agricultural Education, Ohio State University.

HAMLIN, H. M. Activities of Advisory Groups in Illinois Departments of Vocational Agriculture, 1948-49. Non-thesis study, printed publications, Agricultural Education Office, University of Illinois. (Completed February, 1950.)

HAMLIN, H. M. Programs to Follow the Program for Farm Veterans in Illinois. Non-thesis study, printed publication, Agricultural Education Office, University of Illinois.

HOLTREY, K. L. What Are the Needs in Farm Mechanics of Young Farmers in the Celina Community? Non-thesis study, Department of Agricultural Education, Ohio State University.

KENESTRICK, H. G. A Study of Farming Program Outcomes. Non-thesis study, Department of Agricultural Education, Ohio State University.

KENESTRICK, H. G. The Relation of Farming Program Elections to Local Types of Farming. Non-thesis study, Department of Agricultural Education, Ohio State University.

KNUTI, LEO L. Procedures for Determining Objectives and Evaluating Outcomes in Agricultural Education. Thesis, Ed.D., College of Education, University of Illinois, H. M. Hamlin, Adviser.

McCREIGHT, M. G. A Study of the Extent to Which High School Vo-Ag Graduates Have Used, Since Graduation, Farm Mechanics Abilities Acquired in High School. Thesis, M.S., Department of Vocational Education, University of Nebraska, C. E. Rhoad, Adviser.

McINTOSH, JOHN T. Occupational Information Concerning Recipients of the Master's Degree Who Qualified to Teach Vocational Agriculture. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

MARSHALL, DOUGLAS and PETERSON, MILO J. Community Analysis of Factors Influencing School Attendance of Farm Boys. Non-thesis study, Department of Agricultural Education, University of Minnesota.

MEILIKE, DONALD J. Trend in Enrollment in Swine Projects by Pupils in Vocational Agriculture and Its Relationship to an Index of Economic Income. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

MILLER, FRANKLIN D. A Study of Needs for Farm Shop Training in Three Communities of Central Ohio. Master's Thesis, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

MONTGOMERY, R. W. A Program of In-Service Education for Teachers of Vocational Agriculture in Alabama. Doctor's Dissertation, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

NELSON, K. G. A Study of Interests and Attitudes of High School Students of Vocational Agriculture. Non-thesis study, Division of Education, Michigan State College.

NELSON, K. G. Construction of an Interest Scale on the Strong Vocational Interest Blank for Teachers of Vocational Agriculture. Non-thesis study, Division of Education, Michigan State College.

PEARSON, NEIL. Determining a Formula for Calculating Teacher Load. Non-thesis study, Department of Agricultural Education, University of Minnesota.

PETERSON, MILO J. and KORTESMAKI, W. J. Planning and Conducting F.F.A. Banquets. Non-thesis study, Department of Agricultural Education, University of Minnesota.

PHIPPS, LLOYD J. Establishment of Young Farmers in Farming. Non-thesis study, College of Education, University of Illinois.

ROBINSON, HENRY. A Follow-up Study of Former Students of Vocational Agriculture from the Kalispel, Montana High School. Thesis, M.A., Division of Education, Michigan State College, H. M. Byram, Adviser.

RUSSELL, KENNETH LEE. Some Factors to Consider in Establishing and Approving Departments of Vocational Agriculture in Missouri. Thesis, Ed.D., Department of Agricultural Education, University of Missouri, G. F. Ekstrom, Adviser.

RYDER, GORDON J. A Study of the Interests and Needs for a Vocational Agriculture Program in the Washington C. H. School Area. Non-thesis study, Department of Agricultural Education, Ohio State University.

SCARBOROUGH, C. C. A Proposed Program of Education for Prospective Teachers of Vocational Agriculture in North Carolina. Thesis, Ed.D., College of Education, University of Illinois, G. P. Deyoe, Adviser.

SCOTT, MARSHALL J. The Use of Advisory Councils in Vocational Education in Agriculture. Thesis, Ed.D., College of Education, University of Illinois, H. M. Hamlin, Adviser. (Completed February, 1950.)

SHARP, DARYLE C. A Study of the Selected Experiences Which Young Farmers Have Found to be Valuable in Their Work with Other Rural Organizations. Non-thesis study, Department of Agricultural Education, Ohio State University.

SIMMONS, PHELTON G. An Evaluation of Selected Teaching Aids in Teaching Vocational Agriculture in Schools for Negroes in Tennessee. Master's Thesis, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

STARRAK, JAMES A. The Needs of Iowa Farmers for Technical and Professional Services in the Agricultural Engineering Phases of Their Occupation. Non-thesis study, Agricultural Experiment Station, Iowa State College.

STERNBERG, ROBERT. Leadership Abilities Desired by Representatives of Farmers Organizations, with Implications for Chapters of F.F.A. Thesis, M.A., Division of Education, Michigan State College, H. M. Byram, Adviser.

SWANSON, GORDON I. Techniques for Determining a School Philosophy. Non-thesis study, Department of Agricultural Education, University of Minnesota.

SWEANY, H. P. Educational Needs in Vocational Agriculture of Families Engaged in Part-time Farming. Non-thesis study, Division of Education, Michigan State College.

TESKE, PHILLIP R. A Continuation of the Regional Study of Functions of State Supervision. Non-thesis study, Department of Agricultural Education, University of Minnesota.

TESKE, PHILLIP R. A Guide to Planning Programs for High School Vocational Agriculture. Master's degree problem, Department of Agricultural Education, University of Minnesota, Milo J. Peterson, Adviser.

THOMAS, CLARK M. A Study of the Opportunities for Conducting Young Farmer Programs in Wilcox County, Alabama. Master's Thesis, Department of Agricultural Education, Ohio State University, H. G. Kenestrick, Adviser.

THOMPSON, MARVIN D. Scores in Mechanical Aptitude Tests and Achievement in High School Courses in Farm Mechanics. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

TOLBERT, RALPH H. Time Duty Study of Vocational Teachers in Georgia. Doctor's Dissertation, Department of Agricultural Education, Ohio State University, W. F. Stewart, Adviser.

WATSON, ROY W. A Study of Some Personal Family and Farm Factors Bearing on the Establishment in Farming of Former Vo-Ag Students in Three Counties in Virginia. Doctor's Dissertation, Department of Agricultural Education, Ohio State University, H. G. Kenestrick, Adviser.

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Supervised placement

(Continued from Page 244)

that summer. This enables the student while still under the supervision of the school to become established in a position in which he will expect to earn his living.

"The school conducts a system of graduate follow-up which offers opportunity for all worthy graduates to have assistance in advancement to higher levels of earning and experience from year to year. At the same time the many requests from farmers and others for candidates to fill positions are cared for to the mutual advantage of both employer and graduate."

Graduates need guidance with respect to the art of getting ahead in their chosen occupational fields. The basic principles of salesmanship and advertising must be applied in selling personal services. To create a desire for his services in the mind of a prospective employer a graduate must recognize, organize and present his qualifications in an effective manner. Only a few of our graduates instinctively possess a pattern of this art—for the rest, training is essential. In general this training is conducted on an individual basis, usually during the senior year. We help each senior give tangible expression to this art through guidance in:

Making a personal inventory and analysis of interests and qualifications.

Building a plan for the future.

Organizing a personal record.

Analyzing the job market and opportunities therein.

Analyzing and applying job-finding techniques.

With slight modifications, guidance with respect to the development of this art is given to interested former students and graduates during out of school time on an individual basis.

The personal record folder has been used by many graduates. It has been an effective aid in getting them better jobs and more money. All it consists of, is a summarized analysis of one's qualifications. These are so organized and presented as to be psychologically effective in establishing in the mind of the employer a need for you.

In promoting our long-term continuing program of training and guidance, the personnel of the Essex County Agricultural School has given definite expression to its desire and determination to achieve optimum outcomes with respect to the attainment of the school's specific major aims. Furthermore, since the school was established and is maintained with the aid of public funds for a specific vocational purpose, the personnel has been fully conscious of its responsibility to the public at large and has directed every effort to insure adequate return for every dollar expended.

The cost of government annually is about $20.00 more per person than the cost of food. In 1945, we spent 55 billion [illegible] and 52 billion dollars

Farming partnerships

(Continued from Page 245)

same time reduce the risk for the young man.

A father and son partnership may give the father an opportunity to ease up on the more strenuous work while continuing farming for a few more years. At the same time it gives the son an opportunity to become established in farming. Both the community and the farm family have much to gain from a successful father and son partnership.

Conclusions

From the data collected in the study it appears that if a father and son partnership is to be successful a number of factors should be considered in forming the partnership agreement. Some of these factors are as follows:

1. The son should be interested in farming.
2. The father and son must be able to get along together. The son will need to recognize the value of the experience and judgment of the father, while the father will have to recognize the son's eagerness for responsibility, his desire to improve conditions by use of modern scientific methods, and his right to acquire some property and savings.
3. The agreement should be written and signed in a business-like manner. Sufficient details should be included so that each party knows his responsibilities.
4. The agreement must be fair to the whole family. Any dissatisfaction on the part of anyone concerned might cause the agreement to be dissolved before it is thoroughly tested. The entire family should be familiar with the agreement to avoid misunderstanding and dissatisfaction.
5. When the father desires to retire, his savings should be available for his personal use and not be entirely tied up in the business.
6. The farm business must be of adequate size to furnish a satisfactory income for both parties.
7. An accurate and complete set of farm accounts must be kept. In all fairness to both parties, a complete inventory should be available at the start of the partnership.
8. A monthly allowance should be provided for the son, so that he has some available cash.
9. A financial settlement should be made at least once a year after the accounts have been closed for the year's business.
10. For the success of the partnership satisfactory living, arrangements must be provided for the son and his family.
11. Practicing good farm management is important, for the son is ambitious and interested in getting ahead and possibly increasing his ownership in the farm business.

An honor to Dr. Wheeler

J. T. Wheeler

DR. JOHN T. Wheeler has received recognition which he richly deserves — the Honorary American Farmer degree.

Vocational agriculture and the F.F.A. are indebted to Dr. Wheeler for his many years of faithful and unfaltering service as professor of vocational education and head of the teacher training department at the University of Georgia. Scarcely an adviser in the state has not been guided by his teachings and influenced by his philosophy.

A native Pennsylvanian, Dr. Wheeler studied at Pennsylvania State College, the University of Wisconsin and Cornell University before coming to Athens in 1917. Ever since that time he's been working with the leaders of F.F.A. chapters—teachers of agriculture—and recently wrote a book, "Two Hundred Years of Agricultural Education in Georgia."

Georgia Association of Future Farmers of America

Studies in progress

(Continued from Page 261)

WESCOAT, WENDELL M. Dairy Cattle and Beef Cattle Management Practices Used by Participants in the Institutional On-Farm Training Programs for Veterans. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

WHITE, CONRAD. The In-Service Training Needs of Teachers of Vocational Agriculture in Teaching Animal Husbandry. Thesis, Ed.D., Division of Education, Michigan State College, H. M. Byram, Adviser.

WILDEMUTH, ROBERT E. Trend in the Enrollment in Supervised Projects of Vocational Agriculture Pupils and Its Relationship to Farm Income. Thesis, M.S., Department of Vocational Education, Iowa State College, John B. McClelland, Adviser.

WILSON, BONARD S. Evaluation and Improvement of Student Teaching In Agricultural Education at the University of Tennessee. Thesis, Ed.D., College of Education, University of Illinois, H. M. Hamlin, Adviser. (Completed February, 1950.)

WOLF, W. H. A Follow-Up Study of Men Enrolled in Welding Schools. Non-thesis study, Department of Agricultural Education, Ohio State University.

WOODIN, RALPH J. A Study of Supervised Student Teaching. Doctor's Dissertation, Department of Agricultural Education, Ohio State University, Ray Fife, Adviser.

YOUNGQUIST, BERNARD. Public Relations as a Function of State Supervision. Non-thesis study, Department of Agricultural Education, University of Minnesota.

Missouri F.F.A. camp

(Continued from Page 255)

Members of the Educational or Field Service Divisions of the State Conservation Commission are assigned to the F.F.A. camp each summer. With the assistance of the director and committees of instructors and boys, these specialists plan discussion periods and schedule field trips. Problems in soil and water conservation and methods of maintaining and increasing the game and wildlife resources of farms are discussed. Excellent movie and slide films are used to illustrate good practices and to stress the need for further developing local programs of conservation.

A model farm pond was constructed in the area during the camping season last year. Boys will learn from this demonstration something of how to locate, construct, and maintain good farm ponds, how to properly stock farm ponds with fish and insure their growth by planned applications of fertilizers.

A variety of programs is planned for the evenings and an attempt is made to include only activities which will be helpful to local chapters. Many interesting games and stunts have been demonstrated on game and stunt nights. Group singing is surprisingly popular. Weekly square dance parties are held on Friday nights and tend to climax the week's activities. Since the F.F.A. camp was started, folk or square dancing has been added to the recreational programs of a very high percentage of the chapters. The most impressive, and perhaps the most remembered single event of the week is the vesper service which is held on the lake shore at sundown.

The F.F.A. camp is the largest cooperative venture yet attempted by the chapters in the state. It has operated only during years when farm boys have had more than ordinary amounts of "spending money" in their pockets. The camp has been so well attended, however, that it now seems to be a permanent part of F.F.A. activities in Missouri.

Leadership training

(Continued from Page 254)

casting, use of fishing equipment and firearms. One day each week this hour was used by a representative from the State Division of Game and Fish, to bring information on fish and game management, forestry and conservation. The remainder of the afternoon was devoted to athletics.

The hour between seven and eight o'clock each evening was devoted to group singing, speakers, movies, parliamentary procedure drill, and contests.

We feel that this type of camping program will strengthen the program of the Kentucky Association of Future Farmers of America. Since all officers attending camp are newly elected, they are anxious to learn their duties and responsibilities as chapter officers and to secure as much leadership training as possible.

Information carried back to the local chapter will enable it to do a better job with its F.F.A. program.

Checking into camp for a week's vacation.

NEW VEGETABLE CHAMPS!—U. S. Secretary of Labor Maurice J. Tobin congratulates the 1949 national junior vegetable champions during the fifteenth annual convention of the National Junior Vegetable Growers Association.

NJVGA'S 15th annual contest

GRANT B. SNYDER, University of Massachusetts

JUDGING from the record number of young farmers who reaped honors for their agricultural know-how recently at the annual convention of the National Junior Vegetable Growers Association in Washington, D. C., the future of America's farm production rests in competent hands.

This year's national championship award of $500 went to 20-year-old Russell L. Sears, Jr., of Cummington, Mass. The Bay State youth's prize-winning project consisted of a two-and-one-half acre plot devoted mostly to raising potatoes, on which he grossed more than $1,300.

Also announced by Professor Grant B. Snyder of the University of Massachusetts, adult advisor for the NJVGA, were winners of regional and sectional awards. Top regional honors, calling for awards of $200 each, went to Alfred W. McKinstry, Chicopee, Mass., Northeastern Region; Neil H. Richardson, Cleveland, Ohio, Central Region; Wanda L. Brewer, Malvern, Ark., Southern Region; and James Rodgers, Arvada, Col., Western Region.

DIRECTORY

Vocational Education In Agriculture

Section II*

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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

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.

MISSOURI

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

MONTANA

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

NEBRASKA

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

NEVADA

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

NEW HAMPSHIRE

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

NEW JERSEY

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

NEW MEXICO

s—L. C. Dalton, State College
t—Carl G. Howard, State College
as—J. L. Perrin, State College

NEW YORK

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

NORTH CAROLINA

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

NORTH DAKOTA

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

OHIO

d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
as—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—F. J. Ruble, Columbus
ds—D. R. Purkey, Columbus
t—Ralph E. Bender, Columbus
t—W. F. Stewart, Columbus
t—Harold G. Kenestrick, Columbus
t—R. J. Woodin, Columbus
t—A. C. Kennedy, Columbus
t—Willard Wolf, Columbus
rt—Ray Fife, Columbus

OKLAHOMA

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

OREGON

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

PENNSYLVANIA

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

PUERTO RICO

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

RHODE ISLAND

st—Everett L. Austin, Providence

SOUTH CAROLINA

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

SOUTH DAKOTA

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

TENNESSEE

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

TEXAS

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

UTAH

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

VERMONT

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

VIRGINIA

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

WASHINGTON

d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—J. W. Evans, Olympia
as—Robert Corless, Olympia
t—E. M. Webb, Pullman
t—Oscar Loreen, Pullman
t—David Hartzog, Pullman

WEST VIRGINIA

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

WISCONSIN

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

WYOMING

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

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

*The 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.