

# 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

#### 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

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- as—Arthur B. Ward, Helena
- t—H. E. Rodeberg, Bozeman

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- s—Lewis Klein, Lincoln
- as—L. D. Clements, Lincoln
- t—H. W. Deems, Lincoln
- t—C. E. Rhoad, Lincoln
- t—C. C. Minter, Lincoln
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- as—O. E. Kiser, New Brunswick
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- as—J. W. Hatch, Albany
- as—A. E. Champlin, Alfred
- as—E. C. Lattimer, Albany
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- t—W. A. Smith, Ithaca
- t—E. B. Mott, Ithaca

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- as—Roy H. Thomas, Raleigh
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- ds—J. M. Osteen, Rockingham
- ds—T. H. Stafford, Asheville
- ds—T. B. Elliott, Woodland
- ds—N. B. Chesnut, Whiteville
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- t—L. O. Armstrong, Raleigh
- t—J. K. Coggin, Raleigh
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- Nt—C. E. Dean, Greensboro

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- as—t—Winston H. Doive, Fargo

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- ds—D. R. Purkey, Columbus
- Nt—Ralph E. Bondor, 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

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- ds—Hugh D. Jones, Stillwater
- ds—Cleo A. Collins, Stillwater
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- as—Juan Acosta Henriquez, San Juan
- as—Federico A. Rodriguez, San Juan
- ds—Juan Melendez, Cayey
- ds—Gregorio Mendez, Arecibo
- ds—Frederico Carbonell, San Juan
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- t—Fernando del Rio, Mayaguez
- t—Juan Robles, Mayaguez

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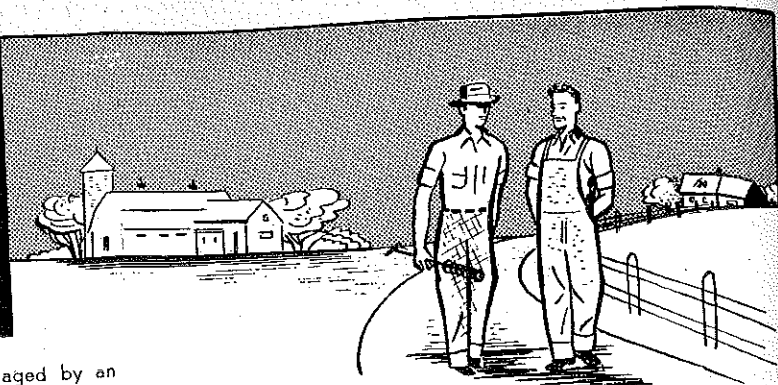
\*The directory has been revised on the basis of information furnished by the U. S. Office of Education, January 1950. The increase in personnel has necessitated running the directory in two installments.

Executive Committee of Wisconsin Association  
Plans Annual Conference. (See P. 271)

THIS ISSUE  
Features - Teachers' Organizations



# The Agricultural Education Magazine



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A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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## Editorial Comment

### Farm veterans' teachers

WHAT does the future hold for those in our profession who are teaching classes of farm veterans? Nationally the peak of Institutional On-Farm Training seems to have been reached. Some states are now reporting a declining enrollment. All of which adds up to the fact that special teachers will be seeking new employment in ever increasing numbers as the G.I. program approaches its termination date of 1956. Few of us can qualify as crystal ball gazers but it is not too soon for state and local organizations of teachers to start looking for some answers to the question.

Data are needed regarding the numbers of special teachers who could meet certification requirements. Some estimates of anticipated flow of instructors of farm veterans into other employment are needed. These data would enable us to estimate rather closely the number of qualified men who might become candidates for positions in the regular program. Right now we can only guess!

In many states the basic data are available but generally these have not been studied and reported. Nationally there seems to be little chance of getting an appraisal of this or the farm veterans' program as a whole.

We can, however, say that a considerable number of the special teachers are well qualified to work with young and adult farmer groups. We can develop public awareness of the contributions which they could make to an expanded program of vocational education in agriculture. And, our professional organizations may well accept some of the responsibility for gathering and presenting the facts.

We can expect a number of the special teachers to become active candidates for vacancies in the regular program. The numbers could be large enough to create a very substantial surplus of candidates. Alerting itself and the public to the situation is a clear cut opportunity for each association of teachers of agriculture.

### Associations should share

#### In developing profession improvement activities

IF WE HAD a list of best sellers for teachers of agriculture we might expect that summer school bulletins have taken first place away from the perennial seed catalogs. (The latter are generally better reading and more profusely illustrated.) Right now there is concern over various courses and programs of professional improvement for teachers. A number of articles have appeared in popular magazines which should prove stimulating.

Almost everyone favors professional improvement. In the application of the principle there is disagreement. In some states, regulations make frequent summer school attendance (six weeks or credits) a necessity. In other states, it is extremely difficult for teachers to obtain permission for such study. In either case the conscientious teacher must face the apparent conflict involved between top performance on the job and attendance at summer school.

Teachers are perhaps the only major profession for which the conditions and requirements of professional entrance, standing and advancement are almost completely dictated. In the case of teachers of agriculture, state boards spell out certification requirements for initial entrance, and in some cases for advancement. Local boards set salary schedules in terms of professional improvement which is still most generally measured in terms of graduate credits. What can be

(Continued on Page 277)

### Who will be served?

#### Proposal for broadening the base

UNDER the Smith-Hughes act the training of present and prospective farmers is given as the job of vocational agriculture. Since this act was passed the percentage of our population engaged in agriculture has dropped to seventeen and it is admittedly possible for ten per cent to produce all the agricultural products needed. It appears to the writer that nearly all our effort has been toward training farm owners and proprietors, and at the risk of being considered unorthodox, I am going to suggest that we consider broadening our definition of present and prospective farmers a bit to meet the realities with which we are faced. Otherwise our program may be due for a great shrinkage and we may be going out of business fast, since it is easily conceivable that agricultural colleges, junior colleges and area vocational schools might train an adequate number of proprietor replacements.

#### 1. Trends that suggest revision of long time programs in vocational agriculture.

- Decrease in number of persons required to produce needed agricultural products.
- Increased mechanization and use of scientific materials in farming.
- Increasing capitalization required to own and operate a farm, resulting in more difficulty in farm youths becoming owners and operators.
- Increased specialization resulting in increasing need for farm workers doing specialized jobs.
- Industrial expansion resulting in many more part-time farmers.
- Indecision on part of the student as to his future occupation. (In an agricultural state, many who take up other occupations eventually become farm owners, or engage in allied occupations in the agricultural community.)
- Inability of many small, rural high schools to offer other vocational courses causing border line students to elect agriculture in high school.
- Increased emphasis on adult and young farmer programs, due to war and post-war demands.

#### 2. Some of the newer developments resulting:

- Instruction may be modified to meet the needs of students other than those who will operate a complete farm unit through individualized instruction, revising courses, and regrouping of students. (Emphasis now is toward training all students to become farm operators and owners.)
- Consider courses (one year or more) for students who want to learn one phase of the farm enterprise, such as a farm machinery operator and repairman, beef cattle producer, dairyman, and broiler producer.
- Make plans for keeping at least one assistant teacher in the post-veteran period. Try out some combination work divisions in which two or more teachers work.
- Small group workshops of teachers in given area working out plans and courses for adult and young farmers.
- Courses for part-time farmers.
- Broadening of definition of "present and prospective farmers," to include others than the decreasing number of farm proprietors.

C. R. WILKEY  
Supervisor, Arkansas



## When and why?

JOE DUCK, Teacher Education,  
University of Missouri



Joe Duck

Supervisory staff but grew out of the needs of teachers for mutual help. They sprang up in centers where district conferences had been held at the call of supervisors, who offered suggestions and encouragement for the establishment of permanent organizations. They served their purpose well for a number of years, but most of them died by the beginning of World War II.

The advent of the I.O.F.T. program created a need for a revival of group organizations to facilitate the operation of this program. Teachers needed help in interpreting the congressional act under which the program was conducted. Supervisors found that instructing individual teachers was too slow a method of imparting information and felt a need for group thinking in the planning and execution of this revolutionary educational program. Accordingly in 1946 the supervisory staff divided the state into 4 supervisory districts and 22 sub-districts. Each sub-district contained approximately 10 teachers of vocational agriculture and the veterans teachers under their supervision.

### Now Have Five Major Functions

After the sub-district organizations became active, the teachers found them convenient instruments for carrying out a number of enterprises helpful to the entire vocational agriculture program. During the more than three years in which the organizations have been active, they have served the teachers in a number of ways, of which five may be considered major functions.

*Function 1. To provide opportunities for teachers to exchange ideas and experiences.* Almost all sub-district organizations hold monthly meetings, some of which are devoted to the study of professional problems.

*Function 2. To provide an organization through which services of specialists in technical agriculture can be secured from the College of Agriculture.* Forty to fifty sub-district meetings have been held each year in which subject matter specialists from the college have participated.

*Function 3. To provide an instrument for improving local chapters of F.F.A. through conducting strictly F.F.A. contests.* Each sub-district holds contests in such events as parliamentary procedure, public speaking, record book, secretary's book, treasurer's book, reporter's book, and radio skit. One or two of the winners in each of these events represent

the sub-district in the district contests. These sub-district contests reduce the number of teams and individuals in district contests to a number that can be conveniently handled. They have also stimulated interest on the part of both F.F.A. members and advisers in the F.F.A. contests.

*Function 4. To provide a medium through which the district supervisor can take to the teachers new developments in the program and to obtain from the teachers their opinions, ideas, and experiences.* Every year one or more series of sub-district conferences are held at which problems pertaining to both the

Institutional On-Farm Training program and the regular program are discussed.

*Function 5. To provide representation on teacher-advisory councils for teacher-training and supervisory staffs.* A subject matter council has been in operation for almost three years. Each of the 24 sub-districts elects a representative to this council. Members serve for two-year terms and half of them are replaced each year. This council has given helpful advice to the subject matter specialist. One of its major projects has been the evaluation of 190 motion pictures, and it is now engaged in the evaluation of 47 slide films.

## Sub-districts serve Missouri teachers

Origins and functions outlined with comments by two teachers

### What teachers say

Ernest Hanebaum, Carrollton

Sub-district organizations in Missouri have been a definite help to teachers of vocational agriculture and veterans teachers since they were reorganized after the war. The benefits from these organizations, as I see them, have been many and very much worth while. I shall briefly discuss some of them.



Ernest Hanebaum

They have provided both teachers of vocational agriculture and veterans teachers opportunities to exchange ideas and experiences. In a program such as ours we need to be fortified constantly with new ways and means for improving our work. At our sub-district meetings I am sure that all of us gain new ideas.

Many of our F.F.A. boys get opportunities to participate in sub-district contests. These contents provide experiences for some of the younger boys that encourages them to go on, when they do not achieve a number one rating the first time, and to try again the next year. It also gives more boys opportunities to compete.

When the Institutional On-Farm Training Program was started there were many regulations that needed to be interpreted and understood. When we got together, in sub-district meetings, we found the answers to many of our problems.

Since the sub-districts were organized we have been able to get the services of college of agriculture specialists. These men give us the latest information in their respective fields. This gives all of us an opportunity to keep up with latest and newer developments in agriculture.

The state supervisory staff finds it impossible to visit the various depart-

ments as often as they feel they should. Sub-district meetings give them an opportunity to come in contact with teachers more frequently and to make suggestions to the group.

I also think that when teachers of vocational agriculture and veterans teachers get together once a month it makes for better understanding between the two. The veterans teachers are definitely an important cog in the program of vocational agriculture. When they do good work it helps the vocational agriculture program in the community; on the other hand, if they do not do a good job it reflects on the whole program of vocational agriculture.

J. A. Comer, Lee's Summit

Our sub-district organization fills a definite need in our area. To it we have taken our problems for study and discussion. Some of these problems were common to the group and others were individual.



J. A. Comer

Our particular group composed of seven teachers of vocational agriculture and twenty-five teachers of veterans classes began meeting in 1946. I served as chairman of the group for about two years and secretary for another year. Problems relating to Institutional On-Farm Training program, to new developments in agriculture, to Future Farmers of America, and to other aspects of our work were discussed and some were settled.

We meet once a month at a centrally located school or rotate the meeting place among the various schools of the district. Much good has been accomplished, and we plan definitely to continue the organization.



Teachers at a sub-district contest evaluating supervised farming record books. Winners of sub-district contests are eligible to compete in district contests and winners in the latter are eligible to compete in the state contests.

## Teacher federations

W. M. MAHONY, District Supervisor, Honea Path, South Carolina



W. M. Mahony

TEACHER federations in South Carolina came about because certain teachers of agriculture recognized the need for group action in dealing with their common problems. In the fall of 1939 the teachers in one of the larger counties decided that they needed to get together to make plans for the county fair. They planned for a dinner meeting to be held at one of the schools in the county. The teachers attending thought so well of the meeting that they decided to organize on a county basis and meet regularly, rotating the meetings among the different schools in the county.

During the next few years teachers in certain other counties of the state started meeting together to deal with their common problems. By 1946 there were four counties fully organized with a chairman and secretary-treasurer, elected by the teachers, meeting monthly for the purpose of formulating plans for vocational agriculture on a county basis.

At the state conference for teachers of agriculture held in July, 1947, repre-

sentatives from some of the organized counties appeared on the program to explain the nature of their organizations. During the fall of 1947 the teachers of agriculture throughout the state with the help of the state supervisor and the district supervisors organized twenty-two other teacher federations, making a total of twenty-six for the state.

Where a county has seven or more teachers of agriculture, the federation is made up of the teachers in that county alone. Counties with fewer than this number of teachers have combined with one or more other counties to form a teacher federation. The number of teachers in the federations varies from seven to seventeen.

The teacher federations as a rule meet monthly, usually at night. Most of the federations have a regular meeting each month. Some of the federations rotate their meetings from school to school while others have a place centrally located where all of the meetings are held. Meals for some of the federations are prepared by the home economics or lunch-room people, while others meet at a cafe or hotel. The meetings are scheduled, planned, and conducted by the federation officers. Most of the federations are organized into committees to work out plans for different

phases of the program in vocational agriculture.

The federation chairman serve more or less as an advisory committee to the district supervisor. They meet periodically with the supervisor to help in formulating plans for the district's program.

In South Carolina there is a State Association Executive Committee, of which one executive committeeman from each district is a member. He represents the federations of the district at meetings of the State Associations Executive Committee, and keeps the federation chairman informed on matters concerning them.

We think that the formation of the agriculture teacher federations throughout the state is one of the finest developments of recent years for the advancement of the total vocational agriculture program in South Carolina.

A number of associations have outlined in this issue some of the ways and means which are used in making their organizations function. Other states have similar or perhaps better organizations. It should provide an interesting exchange, if, other states would give a report on the organization and activities carried on within the several states. We look forward to many such contributions.

L. E. CROSS  
San Jose, California



## CALIFORNIA

L. E. CROSS, San Jose, California

THE California Agricultural Teachers' Association is proud of the records made during the past number of years. The association has been active in many different lines and has accomplished many things. Much of the success of the organization is probably due to the constitutional set-up of the association. The association is constituted as follows:

1. The state is divided into seven regions. Each region has a set of officers. The president of each region is a member of the governing board of the association.
2. Officers of the organization are: president, vice-president, secretary-treasurer, and department chairman.
3. Departments are four in number, namely: Organization department, curricular department, professional department, and relationships department.
4. The three state officers, the seven regional presidents, and the chairman of the several departments constitute the governing board of the organization, and is authorized to act for the organization during the course of the year. Normally the governing board meets during the first part of January. At this time business items are brought up to date and plans are instigated for the summer conference which usually occurs during the last week in June.
5. The annual conference is planned jointly with the state bureau of agricultural education. The CATA makes use of about one-half of the program during the week and the state bureau provides the other half.
6. Within each region a meeting is held during the fall term and another meeting during the spring term. This provides every teacher an opportunity to be heard and bring out ideas which he feels should be given attention by the organization.

#### Departmental Functions and Responsibilities:

1. Organization department. This department is composed of representatives selected by each region, with the past president of the CATA serving as chairman. The department handles all legislative duties, prepares ballots, constitutional changes, recommends policies, changes, etc. Actions of the department are subject to the approval of the entire organization.
2. Professional improvement department. This department is also composed of representatives elected from the seven regions. The chairman of the group is elected from within the group. The work of this department is largely as the name implies, namely: to handle all matters pertaining to professional im-

## MICHIGAN

HENRY KENNEDY\*, Teacher,  
Yale, Michigan

THE Michigan Association of Teachers of Vocational Agriculture have two representatives on the Michigan Council on Education; have participated in National Vocational Agriculture teachers meetings and had a delegate present when the National Association was organized.

The association, after some discussion at last year's summer conference, voted to support retirement under Michigan law at age 55 rather than age 60. Recent information indicates that this change has been made in the Michigan Retirement Program.

A committee, in charge of Mr. Roger Oberg, teacher of vocational agriculture at Oxford, is working on the possibilities of securing cooperative liability insur-

ance for Michigan teachers of agriculture.

It appears that the committee on public relations will take up, in the near future, problems of developing codes of ethics for our members, problems of absorbing teachers of veterans into the profession, and the furthering of agriculture teachers participation in the various county U. S. D. A. Councils.

Many of us in Michigan feel that our association could and should provide more help and service to its members. In deciding how this can be done, we are looking forward to a great deal of help from stories on the other organizations in the June issue.

\*Kennedy is chairman of the Member and Public Relations Committee, Michigan Association of Vocational Agricultural Teachers.

## Organization activities

provement of teachers, such as, salary problems, tenure, professional studies, teaching materials, visual aids, and a wide variety of such topics.

3. Curricular department. This group is selected in the same manner as the professional improvement department and the chairman is also selected from within the department. Duties assigned to this group are all functions and relations with the Future Farmer activities, judging contests, fairs, and shows, and similar events.
4. Relationships department. This group is selected on a regional basis as outlined above, excepting that the vice-president of the CATA is automatically chairman of the group. Here again as the name indicates, the department deals with the relations of the organization with other organizations; handles discipline at fairs and shows, and other such duties for the good of the organization.

All departments are given ample opportunity for adequate meeting time at regional meetings and then at summer conference state department meetings are held, with final recommendations being acted upon by the entire association in a general meeting.

#### Policies:

Many policies have been adopted over a period of time which help strengthen the entire organization. Some of the policies are:

1. All officers are advanced through the chairs, namely: secretary-treasurer, vice-president, and president. The immediate past president serves

as chairman of the organization department for one year, thus making use of his knowledge and experiences.

2. All regions follow the policy of advancing officers through the chairs, hence the organization is able to take advantage of experience gained in many activities.
3. Officers are not allowed to succeed themselves, hence no individual or group of individuals is able to dominate the organization.
4. The past president and two other elected representatives serve on the State Vocational Associations Council, and represent the CATA in dealings with all other state vocational organizations. This State Council takes the place of a state vocational association and is rendering a real service to all such associations within the state.
5. The vice-president and secretary-treasurer are chaperons for the two Future Farmer cars which annually are sent to the national F.F.A. convention.
6. The president and vice-president are the CATA delegates to the NVATA meetings each year, and are sent to these meetings with all expenses paid.

Many other policies are in operation, however, the above will serve to illustrate some of the workings of the organization. This is a closely knit group and the accomplishments are varied and many. Many other vocational groups within the state are working toward a similar type of organization which can function with speed when the need arises.

## WISCONSIN

MEMBERSHIP in the Wisconsin Association of Vocational Agriculture Instructors has increased in the past three years from slightly less than 200 men to over 400 instructors for the present year. Included in the list are both the regular instructors and the special instructors who spend their full time with veterans enrolled in on the Farm Training program.

The collection of dues does create a problem for the secretary and treasurer, M. S. Murray, Cameron, who gives the credit for carrying out this job to the many loyal members who see to it that those who have not yet paid up send in their checks. At the end of 1949 Murray reports more than 75 per cent of the men paid up.

The paid membership fee of \$10.00 set annually by the members at the summer conference includes affiliated memberships in the National Association of Vocational Agriculture Teachers, the American Vocational Association, the Wisconsin Association for Vocational and Adult Education, and the Agricultural Education Magazine.

#### Dues

A new method of collection which has been discussed a great deal will be tried this year in Wisconsin. The secretary and treasurer will, about April 1, send to all instructors in the state advance

## PENNSYLVANIA

FRED C. SNYDER, Teacher,  
Mifflinburg, Pennsylvania

COOPERATIVENESS and unity are outstanding characteristics of teachers of vocational agriculture in Pennsylvania. They are in evidence whenever two or more of them get together. The nature of our work demands an exchange of ideas and information on techniques, procedures, technical knowledge, policies, and activities. This interdependence has brought into being a loosely knit, yet all-encompassing, type of organization in Pennsylvania.

The basic unit of the organization is the Area Vocational Agricultural Teachers Association. The association includes teachers of vocational agriculture and, in some cases, teachers of veterans who are under the jurisdiction of an area supervisor of vocational agriculture. The local associations were originally set up as an efficient method of transmitting instructions on policies and procedures from the office of the state supervisor to the local teacher. Now, however, most areas have organized, elected officers, adopted constitutions and by-laws, and partake in varied activities.

These activities fall into five main categories, namely: professional improvement, policy formation, program planning, F.F.A. activities, and recreation. A breakdown of these categories into specific activities may be of interest.

#### Professional Improvement:

1. Promote night classes, for teachers on the job, of a technical nature.

registration blanks. When these blanks and the checks are returned in the self addressed stamped envelope which is enclosed, the member will be sent his 1950-51 card and his convention badge.

Members of the executive committee are hoping the plan will work out to the extent of gaining 100 per cent membership in Wisconsin and save a great deal of time at the conference.

Advance plans made by a recent meeting of the executive committee of the Wisconsin Association of Vocational Agriculture Instructors with L. M. Sasmann, Chief of Agricultural Education and the members of his staff, indicate that the general meetings of the instructors at the 33rd annual summer conference will be held in the beautiful Wisconsin Union Memorial Theater, instead of in the College of Agriculture.

The conference is scheduled to begin on Monday, June 19 and end June 22. While the final program is not complete, panel discussions, speakers of note, and field trips will make up the most of the schedule.

After a lapse of several years a banquet of all of the instructors is planned for Wednesday night while the 20 year club of Wisconsin will hold their third annual banquet Tuesday evening.

All of the men will be housed in the university dormitories on the shores of Lake Mendota.

Instructors are members of the staff of the Pennsylvania State College. Those interested may secure college credit for the courses.

2. Arrange for authorities to speak on varied subjects for the monthly meeting.
3. Visit places of agricultural interest.
4. Rotate meetings so that each instructor may see the physical equipment and its arrangement, in agricultural departments in the area.
5. Bring procedures, techniques, and methods utilized by the individual teacher before the group.
6. Exchange names of places suitable for field trips, lists of available speakers, visual aids, and other teaching aids.

#### Policy Formation:

1. Local associations receive information and instructions from the state office on procedures and policies.
2. New procedures and policies, as well as revision of those in effect, are proposed to the state office through the area adviser.

#### Program Planning:

1. The local area association recommends subjects, speakers, and special features for the agricultural section programs at the annual state convention of the vocational association.
2. Programs for special events of a state-wide nature are planned in the local associations.

#### F.F.A. Activities:

1. Arrangements are made to conduct area F.F.A. leadership training

schools for newly elected officers of chapters in the area.

2. Aid in inter-chapter contests and activities.
3. Promote agricultural tours for F.F.A. students.
4. Assist in supervising Sears Roebuck Foundation programs.
5. Select area representatives in state F.F.A. activities.

#### Recreation:

1. Dinners and banquets are held by area associations.
2. Refreshments are provided at monthly meetings.
3. A summer picnic for teachers and their families is sponsored.

#### Agricultural Section

The next higher unit above the area association is the agricultural section of the Pennsylvania Vocational Association. The officers of the section are the president, vice-president, and secretary. The president of the section in the vice-president of the Pennsylvania Vocational Association and he represents the teachers of agriculture.

The agricultural section holds its annual meeting concurrently with the annual meeting of the Pennsylvania Vocational Association. The business of the section which arises between annual meetings is conducted by the executive committee. This committee consists of the officers of the section, nine presidential appointees from nine geographical divisions of the state, the immediate past president, a representative of the department of agricultural education of the Pennsylvania State College, and a representative of the state office.

One of the main duties of the executive committee of the section is the preparation of the program for the annual meetings of the section. The committee members contact the local associations in their respective areas and ascertain the wishes of the teachers with regard to speakers, subjects, policy and procedure-adoption or revision, and entertainment. A tentative program is prepared from these suggestions, utilizing the experiences and abilities of individual teachers as much as possible. A program for instructors of veterans is also arranged, since their interests vary to some extent from those of the regular teachers of vocational agriculture. These tentative programs are then forwarded to the area associations for additions or revisions.

A copy of the minutes of the executive committee is also forwarded to the area supervisors so that any changes in constitution and by-laws, policies, procedures, and things of this nature recommended by the executive committee may be discussed by the area associations prior to the time that action will be taken at the annual convention.

The annual convention is open to all teachers of vocational agriculture and veteran instructors whose membership is up-to-date in the Pennsylvania Vocational Association. The convention resolves itself into three parts, the first

(Continued on Page 277)



## An office for the teacher\*

Contributes to efficiency and satisfaction according to Montana teachers

### SIDNEY

AN office of adequate size, situated between class room and farm shop, equipped with personal desk, typewriter and filing cabinet is possibly a dream for vocational agricultural instructors. I cannot over emphasize the uses such an arrangement affords instructors fortunate enough to be so situated. Student conferences can be held in other than a class room atmosphere. The many routine matters accomplished evenings can be done without lighting up the entire building. Professional materials, individual student records and the many other items necessary to administer your work properly can be kept on file in an appropriate place in a suitable office. Your office is practically your home twelve months out of the year.

### BROWNING

When plans were being drawn for the new vocational agriculture building at the high school in Browning, Montana one of the first instructions to the architect was to provide the department with an office. Considerable experience had convinced both the superintendent and the instructor of the necessity of this feature.

As may be seen by the accompanying illustration this office is so situated as to give its occupants both a view and direct access to the class room, shop and front entry. As one ex-sailor, an on-farm trainee, said "It is just like the bridge of a ship."

There are numerous reasons why an office is of great value. Because of project programs, F.F.A. activities, veteran on-the-farm training and the general nature of the subject matter taught the teacher has several times the amount of record work, and material to be filed, over that required by the average class room teacher. The office provides proper place to do this work and also to keep the files where they can be properly controlled. It provides a place where veteran instructors, part time office help, F.F.A. officers can go about their work regardless of activity in class room, shop or other rooms in the department. The office provides space for meetings of the F.F.A. Advisory Council, the Veteran On-Farm Committee, various standing committees of the F.F.A. chapter and similar groups throughout the day or evening even though classes may be in progress. This room allows the instructor a desk separate from that of the class room where he may leave work that is in progress without the constant "shifting" made necessary by class schedules.

Most important of all it gives the instructors a place of privacy to talk to students and visitors and still, if necessary "keep an eye" on the activities of the department. Every teacher will appreciate the difficulty, without an office,

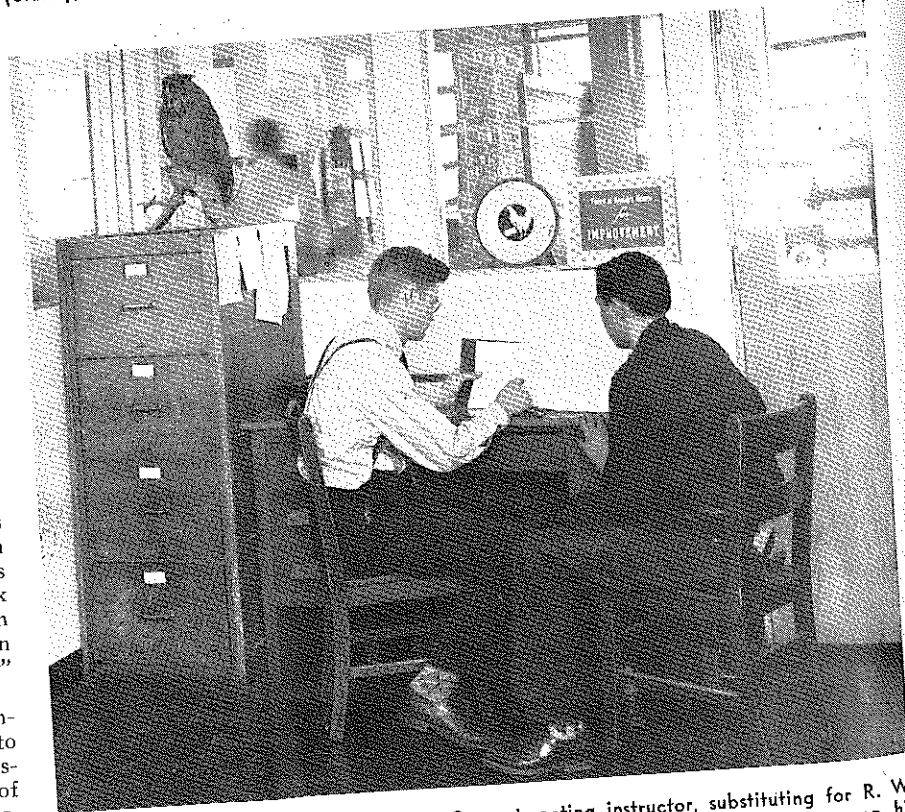
of trying to find a time and place to talk privately with his boys, whether it is a matter of discipline, his personal farm plans, forthcoming chapter activities, or what have you. The same holds

true for parents, farmers, and other adults who come to call.

The Browning office is 14 x 18 feet in area and is provided with a desk for the instructor, a second desk for the On-Farm instructors, two four-drawer files, a typewriter and desk, a large drawing board, a cabinet for stationery, and blank forms, as well as a telephone, adding machine, wall maps, instructors' bulletin board and other equipment.



Office provides good conference facilities essential to individual work with students. (Sidney, Montana.)



Vo-Ag Office, Browning, Montana. R. L. Sargent, acting instructor, substituting for R. W. Harris who is on leave to complete college work, conferring with Bill Devereaux on his



The office in the picture is 16' x 12' and serves two instructors and a full time stenographer. Mr. H. E. Robinson, teacher, Kalispell, Montana, reports that it is none too large.

## Improvement on the graduate level

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



C. S. Anderson

LAST year I drove across the United States just as the 1949 summer sessions were getting under way. Here and there I stopped to chat with state supervisors and with teacher trainers. I met a good many graduate students in agricultural education, and on a

few occasions addressed groups of them.

What were some of my impressions? First, the *unprecedented enrollments for advance professional courses in agricultural education*. Most of the graduate students were experienced teachers, although I met quite a number who had just completed the Bachelor's degree requirements and were remaining to work towards a Master's degree. Some were war veterans taking advantage of the last of their G.I. subsidy. One teacher-training institution that had 25 graduate students in the 1948 summer session reported nearly 100 registered in 1949. In another state, on the eve of summer registration, a frantic search was on to locate an additional professor to teach educational research and to direct the unexpected overload of these in agricultural education. Yes, there must have been an all-time high in graduate-level enrollment last summer.

Another observation I made concerned the *amazing number of nonfunctional courses that are "musts"* for many education students, even Agricultural Education students, who want to earn advanced degrees. Some degree candidates still labor through statistics,

needed or not. Others take courses in School Administration, with no thought of ever administering a school, or any desire to do so. The classic example of a nonfunctional course is History of Education. Generally speaking, the title has been glamorized a bit; but look carefully into the content and you will probably recognize that old patriarch of required courses. How can we justify our insistence that everything the Teacher of agriculture teaches his high school boys must function in the preparation of those boys for the occupation of farming, and then allow the concept to be ignored in the course organization and program planning for graduate students? There is room for improvement in the course requirements and offerings at the graduate level.

### A Matter Of Degree

Teacher training departments have been a little *reluctant to substitute the Master of Education and the Doctor of Education degrees for the Master of Science and the Doctor of Philosophy degrees*. This, I believe, is unfortunate. The education degrees usually permit graduate students to replace the customary formal type of original research with functional field studies, and they provide for useful course substitutions for the archaic requirement of a reading knowledge of German and French in the case of the doctorate. The more flexible requirements of the education degrees permit candidates to pin point their preparation for very specific jobs. The education degrees are no more easily earned than the science degrees.

### A Placement Problem

This brings up my last and most disturbing observation. *Where will this increased number of men with higher de-*

*grees in agricultural education fit into the future picture?* Few, if any, of them spoke of going back to the positions they left when they began their graduate studies. In the decade just preceding the present, approximately 30 doctor's degrees and probably three to four times that number of master's degrees were earned in agricultural education. Presumably for the period mentioned this number took care of the replacement and the expansion needs for men with advance degree preparation. Practically all of them went into administrative, supervisory or college teaching positions. I am aware that we are in an era of expansion, but I am sure it is not of sufficient proportions to absorb the increased number of men with higher degrees in the future as completely as in the past.

Those of us who are dealing with graduate students in Agricultural Education have a responsibility at this point that we must not overlook. Certainly teachers are to be encouraged in their desires and demands for added professional preparation, but before undertaking extensive graduate study programs they should be counseled as to the avenues of employment and service to which the added professional training and new degrees will lead. Undoubtedly in the future an increasingly large number of our classroom teachers of vocational agriculture will hold advanced degrees. Practical, problem-solving courses should comprise the bulk of their degree requirements. Research, if required, should be designed primarily to answer the students specific teaching problems.

## Suggestion

*Treating Book Covers.* Do you have books that "rub off" on your hands; books with ragged and dirty bindings; new books that you would like to keep new? If so, you can solve all three problems at a little expense in time and money.

Some books are bound with unsatisfactory materials. By covering such books with a coat or two of lacquer, they will maintain their new look many times longer. The cost of such a treatment is negligible. High school students can do the work. A pint of lacquer will coat the books for an average department. The cost of a pint of the liquid is about \$1.70 and the brush can be purchased for 50c. Where else could you spend \$2.20 that would benefit your department as much?

Lacquer is better than either varnish or shellac in that it is more pliable than shellac and less sticky than varnish.

Missouri Vocational Agriculture  
SERVICE LETTER

Farm animals have become more productive—in 1925, the hen produced an average of 112 eggs; in 1935, 121; in 1945, 151; and in 1949, 163—an increase of 43% in 25 years. The dairy cow's productivity has increased 22% in 25 years.



# Seven years of vocational agriculture

A. C. JONES, Teacher, Henderson, Tennessee



A. C. Jones

It has been said that seven years mark a definite period in any man's life. The same span of time might well be applied to a major educational area such as vocational agriculture and its affiliated organization, the Future Farmers of America.

In this period it is assumed that (1) certain goals will have been set, (2) a definite effort expended to bring about the materialization of these goals and (3) an examination made to determine progress and extent of achievement.

I sincerely believe this must be, in brief, a statement of our policy in vocational agriculture. To me, the most important line of our F.F.A. motto is **DOING TO LEARN**. This is the factor which marks the difference between vocational agriculture and non-vocational agriculture. The latter implies merely "Learning To Do," the merits of which are always doubtful unless something definite is done about it.

The time considered in this report covers the period from 1942 to 1950. During this period the department enrollment and F.F.A. Membership has been fairly constant, standing at present around 100 boys.

### Plan Followed

Investigation early in this period revealed that the majority of the boys were not satisfied to think in terms of cotton as practically the only source of income and were somewhat reluctant to think at all seriously in terms of farming as a vocation under such circumstances. The very mention of livestock seemed to brighten spirits and stimulate interest.

The first step was to make an intensive study of the possibilities of adopting a more balanced system of farming including beef cattle, dairy, hogs, sheep,

and poultry properly aligned with supporting feed and food crops including pasture and winter crops. Much time and effort was spent in the "Learning to do" process.

To the end of better farming programs, no effort has been spared. The other areas in Future Farmer work were more or less delayed until definite improvement was noted in this particular area.

Progress was naturally slow at first. Feeder calves, and breeding stock, were not to be found locally. They had to be imported from outside. As a few started others became more interested and additional time and effort was expended

- (7) Practically all crops have been grown from certified or pure adapted seed.
- (8) Some 40 acres have been set in forest seedlings.
- (9) Within the past year 7 tons of ammonia nitrate, 130 tons of lime, 25 feeder calves, 30,000 pine seedlings, 2,400 pounds seed, 4 tons tankage were secured cooperatively for members.

Many of these boys have continued their membership in the F.F.A. after leaving high school and many indicate a desire to continue in farming as a vocation proceeding according to plans made during their four year in vocational agriculture.

### F.F.A. Accomplishments

As a sequel to our efforts in supervised farming we proceeded to work out to the best of our ability a strong

## Farming Programs

C. L. ANGERER

annually in securing such livestock as seemed practical for beginners.

Some facts regarding student farming programs in this seven year period are:

- (1) Volume of business in farming programs of students has increased over this period from \$11,300.00 to \$100,687.15. Net profit has increased from \$4,860.00 to \$35,390.60.
- (2) Practically all livestock are purchased most of which are registered.
- (3) The average corn yield in 1943 was over 41 bushels per acre as compared to the county average of about 27 bushels.
- (4) The average per acre yield of cotton was 475 pounds of lint compared to the county average of about 340 pounds.
- (5) Practically all the purebred sire service in the county is offered by F.F.A. members.
- (6) Eighty brooders have been constructed in the shop and used by members or sold to farmers. Many others have been constructed.

program in the other seven areas of activity according to the suggestion in the National Chapter Contest. In 1946-47 we decided to submit our plans in the National Contest. This seems to stimulate increased effort in all phases. The final report placed second in the state and we were awarded a bronze emblem by the National Association. The next year the boys said, "Let's get a gold emblem." We slipped a little that year and fell to third in the state. But the challenge still seemed to rule the group and in 1949 we tried a little harder ending up with a gold emblem and our first American Farmer.

In 1850, 70% of the U. S. population lived on farms. Today 18% live on farms.

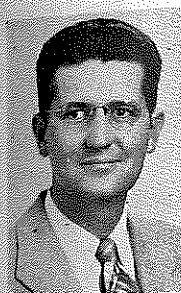
## BOOK REVIEWS

**FARM WOOD CROPS**, by J. F. Preston, pp. 302, illustrated, list price \$3.75, published by McGraw-Hill Book Company. This text is designed to present a technical guide to the development of a farm-woodland enterprise integrated with the farm business. The author recognizing the fact that forestry to the farmer is a farm problem, has kept this thought in mind in the preparation of this technical text on farm forestry. The farm economic angles of forestry are presented and the forestry techniques needed in the initial stages of woods management are thoroughly discussed. This text showing the relation of forestry to farming and the importance of farm woodland management should be helpful to technical workers in the field of agriculture as well as to the farmers themselves. —APD.

(Others on Page 275)

# Parent meetings help

DALE ANDREWS, Teacher, Arroyo Grande, California



Dale Andrews

IS there a need for the teacher to know the parents of his students? One way or another the parents must become acquainted with the necessity of, and the benefits from, a supervised farming program for their son. Either the parent must be contacted by the instructor or he must rely on the bits of information about the program that may or may not be carried home by the boy. This latter method is not very effective in stimulating parent interest. Without the interest and cooperation of the parent, the possible horizons of accomplishment, in terms of getting boys established in farming, are definitely limited.

To date, I have been unable to imbue parents with a proper conception of the program in one or a few brief, casual, and, perhaps, distracted conversations. I have had parents come rushing out of the house when they see their son being brought home in a school pick-up, thinking that the boy was hurt or in trouble. I have also visited a boy's home place a number of times before finding either dad or mother available for so much as an introduction. Sometimes that introduction, when finally accomplished, has been through a back-door screen or in competition with a milking machine or some other piece of equipment that requires the farmer's attention.

This year I took over duties as supervising critic teacher at Arroyo Grande Union High School, California. The department was closed during the war years and had been reopened only for one year. This being the case, I felt that a great deal needed to be done to gain parental interest, understanding, and cooperation. I decided to call a parent meeting, inviting the parents of all students in agriculture, the principal and the board members in hopes of accomplishing some of the following things:

- 1. To become acquainted rapidly with a large number of parents.
- 2. To familiarize the parents with the value and necessity of a supervised farming program.
- 3. To explain the teacher-training program to the parents and its relation to supervisory visits.
- 4. To ask for the assistance of the parents in various F.F.A. activities.

When school opened I sent out the following letter:

"Dear Parent:

Your son is studying vocational agriculture in my class. Instruction in vocational agriculture is offered in a different manner from any other course in school. We agriculture teachers believe we have a really tough problem and are sure we

can't solve it without your help! Perhaps we have our sights aimed too high, but we don't think so. Our target or our goal is to help get your son successfully established in farming. That isn't hoping for too much, is it? Your son and I can't do this alone. We need your help!

We have a tentative program set up for reaching this goal, but know it can be improved with your suggestions and your help. It would have been ideal if I could have talked the Future Farmer program over with you individually before your boy started school this year but there are so many of you, and I dislike interrupting you when you are involved in some important work.

Could you possibly come to the Agriculture Building, Wednesday night, September twenty-eight at eight o'clock so we could get acquainted and discuss ways and means of helping your boy toward his goal of successful farming and constructive citizenship?

Very sincerely,"

The letter brought results. Even though the meeting was held at the height of the extensive bean harvest, the attendance was very gratifying. There are 49 boys enrolled at Arroyo Grande. Thirty-two parents, the school principal, and one board member attended. We discussed the general objectives of vocational agriculture, the specific methods used in our instructional program including course content, classroom procedure, farm mechanics work, the supervised farming requirements, record keeping, and the Future Farmers of America organization. The California F.F.A. motion picture, *Why Tom Stayed on The Farm*, blended in beautifully with the evening's discussion.

Special emphasis was placed on the fact that parents are welcome at all F.F.A. functions.

The results of the parent meeting cannot be measured by the usual yardstick but, I am sure, will make an impression on the program in many ways. Within a week after the meeting I felt the results to the tune of a lug of tomatoes, two dozen ears of sweet corn, and several pounds of squash. This is not the outcome we are striving for when working to develop parental interest and participation in the program, but it does indicate improved interest and that parental assistance is there for the asking.

All parents were invited to this first meeting. Only the parents of new students need to attend subsequent yearly meetings. After this one parent meeting I am sold on the idea. The meeting was informal and parents asked questions and made suggestions as we progressed in our discussion. Following the meeting, refreshments were served and an opportunity was afforded for discussion of many specific problems.

Parent meetings do not in any way substitute for project supervision visits but merely save time by accomplishing in one evening what would require many weeks of individual visits.

## Book reviews . . .

(Continued from Page 274)

**HUNGER SIGNS IN CROPS**, Second Printing, pp. 370, 110 color plates plus many black and white illustrations, published by the American Society of Agronomy and The National Fertilizer Association, list price \$4.50. Orders should be directed to the National Fertilizer Association, 616 Investment Building, Washington, D.C. "Hunger Signs in Crops" represents a symposium in either the United States Department of Agriculture or by State Agricultural Experiment Stations. An authoritative study of nutrition deficiencies in plants representing the widest range of malnutrition symptoms that has ever been brought together in a single volume. This volume should be useful alike to farmers, students and teachers of agriculture, technical workers and everyone concerned with the proper management of soils and crops. —APD

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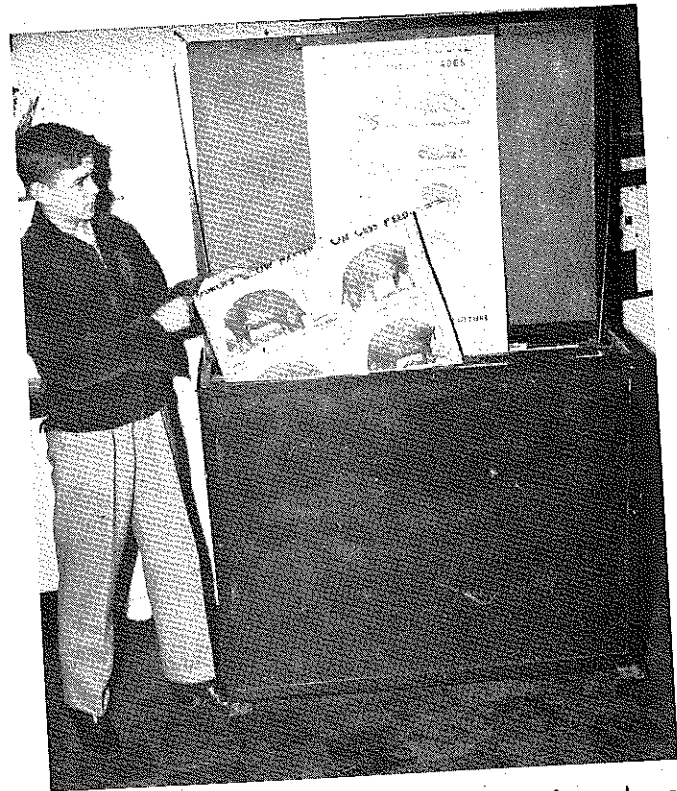
**YOUTH—KEY TO AMERICA'S FUTURE**, An Annotated Bibliography, by M. M. Chambers and Elaine Exton, pp. 117, list price \$2.00, published by The American Council on Education, 744 Jackson Place, Washington 6, D. C. This book was sponsored by The Committee on Youth Problems of the American Council on Education to take the place of a previous volume of the same nature published in 1938 which now is out of print. This volume brings together in organized and classified form some representative selections from the vast volume of material which has been recently published in the United States (1943-48) about the problems and prospects of the nation's youth. Included in this book are extremely concise summaries or brief quotations which in themselves will be valuable information and help to all persons interested in youth. The annotations are sufficiently complete to provide more than the usual basis of determining those publications which the reader will wish to procure for further study. —APD.

\* \* \* \* \*

**PREDICTING SUCCESS IN PROFESSIONAL SCHOOLS**, by Dewey B. Stuit, et. al., pp. 187, list price \$3.00, published by The American Council on Education, 744 Jackson Place, N. W., Washington 6, D. C. The text consists of nine chapters. Chapter 1 deals with general problems of prediction, problems and techniques. Following are eight chapters each devoted to a single field, namely: Engineering, Law, Medicine, Dentistry, Music, Agricultural Training, Teacher Training, and Nursing Schools. Workers in the field of agricultural education will find the chapters treating general problems, agricultural training and teacher training of most interest. —APD

By using a market basket containing 24 common foods as a basic measurement for just one hour's labor the American workman could buy 2.8 baskets, the Englishman only 1.3 baskets, the French 1.2, the Belgian 1.1, the German 1.0, the Italian .7, and the Russian just .4 baskets.





Charts are removed from storage and suspended from edge of upright leaf.



Cabinet in use with one leaf upright and the other extended for display of models.

## A combination filing and display cabinet

J. N. WEISS, Teacher Education, University of Illinois



J. N. Weiss

EVERY teacher is faced with the problem of using and displaying effectively the various sized posters, charts, and illustrative materials available to the modern teacher of vocational agriculture. Furthermore, the problem of filing and storing of these materials satisfactorily, when not in use is equally perplexing. How often we have heard teachers say, "I wish I could find some method of filing large size charts so that they could be kept in good condition and have them readily accessible." Mr. H. D. Garver, Vocational Agriculture Instructor at Shawnee-Mission Rural High School, Merriam, Kansas has solved this problem for his department with the building of a unique filing and display cabinet.

A group of teachers of agriculture who visited Mr. Garver's department last fall during the National F.F.A. Convention was so favorably impressed with his new creation that he was urged to have a working drawing made of the cabinet so that the plans could be made available to all teachers of vocational agriculture.

The framework of the combination filing and display cabinet is made with

The over-all dimensions of the cabinet are 4' 0" x 17" x 3' 3". (See cut of frame work construction.)

Mr. Garver states that he would make the case 24" wide instead of 17" as indicated in the drawing based upon his experience in the use of the cabinet. This would provide a 4' x 8' extended top as well as extra storage space. The top would make it possible to lay out to scale a half-section farm without extending over one end. This large table top is ideal for the use of wide paper such as is obtained at any newspaper office on which farm layouts, fence lines, and cropping systems can be drawn more effectively than on the blackboard.

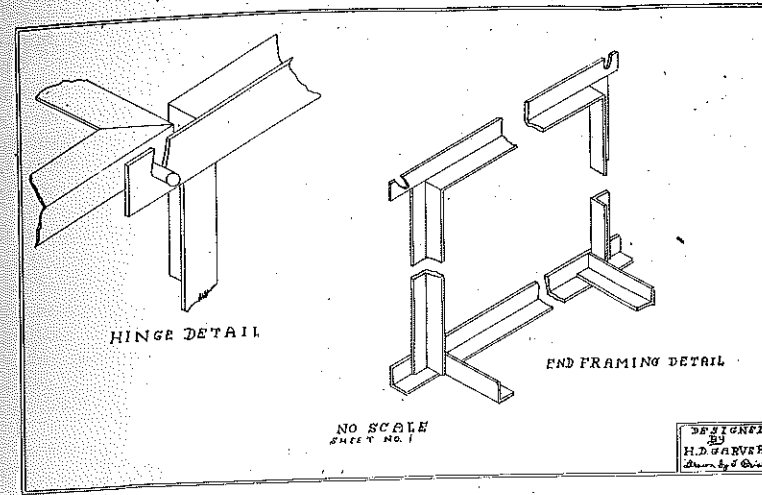
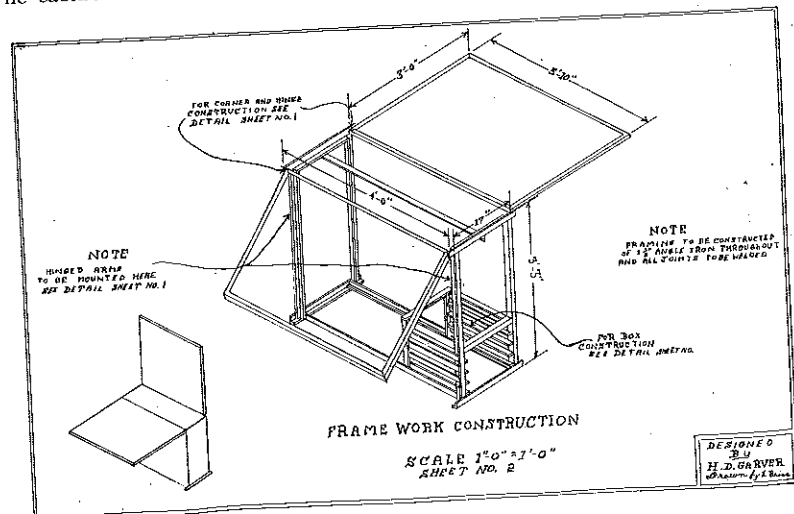
The cabinet is mounted on casters so

that it can be moved easily from place to place in the classroom or shop.

Each chart to be filed is labeled with an index tab and attached to a 1/4" iron rod 4' 0" in length, so that it can be hung in the cabinet for storage. The ends of the rod rest on the angle iron frame at each end of the cabinet.

Each side of the cabinet is hinged so that it may be raised to the horizontal position and supported by swinging arms which are not shown in the drawing. (See cut of hinge detail.) The cabinet may be used as a display or work table. (See photograph.) Or it may be used for displaying charts by raising the rear side of the cabinet to the vertical position and held in place by braces, while the side to the front is held in a horizontal position by arms. (See photograph.)

The third arrangement of the cabinet is to use the rear side in vertical position for displaying of charts while the side in front is left closed. (See photo-



graph.) When the cabinet is not in use for display purpose the sides and top are tightly closed which keeps the charts from gathering dust.

The cabinet is completely enclosed by fitting sheets of plywood into the angle iron frame for the sides and top. The plywood can be stained to match the color of the woodwork in the classroom or shop.

The advanced pupils in vocational agriculture can build this filing and display cabinet as a class project in the farm shop. Valuable experience is provided in cutting and welding iron, in addition to providing a highly desirable piece of classroom equipment. The cost of the cabinet can be kept at a minimum by using scrap angle iron for the framework. The greatest expense of this project will be the cost of the plywood used to enclose the cabinet.

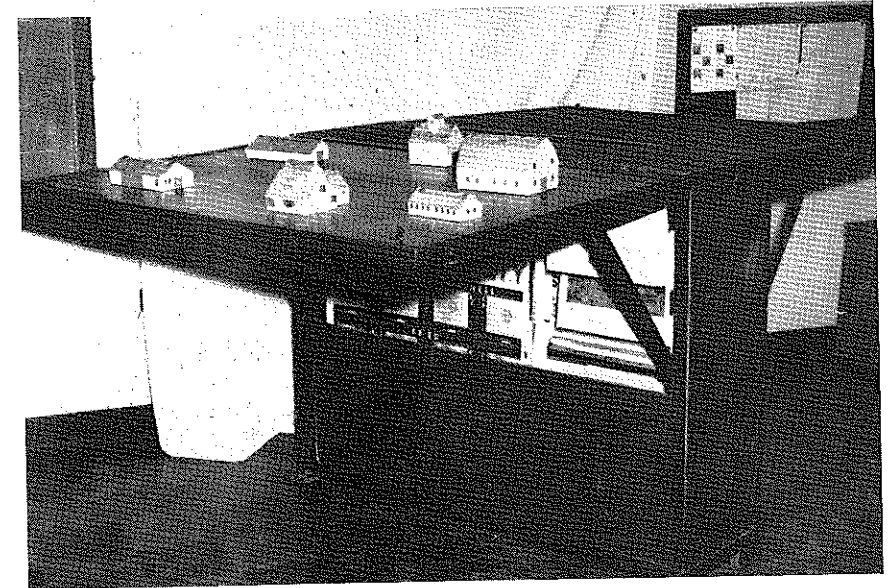
The framework is constructed of 1 1/2" angle iron throughout. Following is a list of pieces needed:

- 4 pieces 3' 10" sides of swinging top
- 4 pieces 3' 0" ends of swinging top
- 2 pieces 4' 0" bottom rails of center frame
- 1 piece 4' 0" center rail of bottom frame
- 4 pieces 3' 3" corner uprights of center frame
- 4 pieces 24" ends of center frame (revised from the drawing)
- 4 pieces 4' 0" hinged arms bent at right angles to form swinging arms (not shown in drawing)

The framework is covered by backing celotex and plywood into the angle iron frames of the swinging tops and center piece. Celotex is used so as to permit use of thumb tacks and the plywood to provide a durable surface when using models (See photograph No. III). It should be remembered that each of the two swinging sides are reversible so as to present either side to the class. The slotted hole shown in the drawing explains how this is accomplished. The celotex and plywood is secured to the framework by use of flathead stove bolts cut off flush with the surface. The filler for the sides and ends of the center part are filled with plywood only.

The built-in box at the lower part of the cabinet has been added to provide space for storing slide films, film strip rolls, two by two slides, etc.

The design and specifications for the



Cabinet may be used with both leaves extended to make a top 4' x 8'.

cabinet were prepared by Mr. H. D. Garver, Vocational Agriculture Instructor, Shawnee-Mission Rural High School, Merriam, Kansas. The drawings were made by J. Briar, a student in the architecture drawing class of this school.

We solicit your ideas for similar projects that will tend to make the work of a teacher of agriculture easier and more effective.

## Associations should share

(Continued From Page 267)

done at the graduate level in turn is governed by the graduate schols. On the other side of the fence are to be found the pressures for doing the job for which pay is being received. What is a fellow to do?

Can we look to our own organizations to take a more aggressive and active part in the whole issue? Such action would be in keeping with what other professional groups are doing. The least that we should seek is some resolution of the major surface conflicts which are so evident. The ultimate goal should be a profession which is planning and carrying out its own programs leading to professional growth of each member.

Individually we can, and do, capitalize upon many opportunities to grow on the job. Self initiated, and directed, efforts

## Organized activities Pennsylvania

(Continued From Page 271)

of which is professional-improvement and concerns technical information, techniques, methods, and procedures. The second part is the business meeting of the agricultural section, at which time the recommendations of the executive committee and new business from the floor are acted upon. The officers for the coming year are also elected at this meeting. The third part is the business meeting of the Pennsylvania Vocational Association, at which time information is presented and action taken on business pertaining to vocational education as a whole.

The agricultural section of the Penn-

sylvania Vocational Association considered joining the National Vocational Agricultural Teachers Association. The move was defeated, primarily because of lack of information concerning the national organization. The impressions of the ten Pennsylvania delegates who attended the meetings of the National organization at Atlantic City in December, 1949 will be reported if and when the subject arises at the next business session of the state association.

The organization of teachers of vocational agriculture in Pennsylvania is primarily for teachers and administered by teachers. The regularity of contact and participation in its activities has created an "esprit de corps" that is unequalled by any other teacher organization in Pennsylvania. The organization has provided that common ground necessary to change the "live and let live" motto to one of "help live—and grow by so doing." The strength and permanency of the organization is directly proportional to the service it provides its members. *Long Live the Agricultural Section!*

to improve ability will be regarded, in the long run, as the most important avenues of improvement for anyone in any profession.



## Why leave them at the crossroads?

T. L. FAULKNER, Supervisor, Auburn, Alabama



T. L. Faulkner

WHEN a boy enrolls with us it is our responsibility to give him a good, sound, well-rounded program in vocational agriculture and F.F.A. We all know that F.F.A. is a definite part of our training program and without it, our program is not complete. A boy who is not an F.F.A. member misses that important part of training which may mean the difference between success and failure in his life's work. Therefore, every student of vocational agriculture should also be an F.F.A. member. It's the local adviser's responsibility to see that his chapter program is such that his boys get the kind of training which the F.F.A. was organized to give.

Every student in vocational agriculture should be encouraged to continue his training in vocational agriculture just as long as it is necessary. This, too, depends largely upon the teacher and the program he plans for his boys. Just because a boy has completed one, two, three, or four years as an all-day student doesn't mean that the job is completed by any means. This is a very critical stage of a boy's life. He is in most cases at the cross roads of life and his teacher and adviser, is the one and quite often the only one who can help him over this hump. This being the case, do we drop him from our follow-up in vocational agriculture? I should say not! However, I am afraid that has been the case too many times in the past, especially during the past eight critical years. Now that things are more or less getting back to normal again, this should not happen.

The following is a suggested guide to be used in planning and conducting a profitable vocational agriculture and F.F.A. program.

1. Enroll all boys in vocational agriculture who can profit from such a program.
2. Plan and conduct a vocational agriculture program that will be profitable.
3. Encourage every vocational agriculture student to be an F.F.A. member and a good one.
4. Plan and conduct the F.F.A. phase of the program in such a way that all boys will profit from it.
5. Encourage all vocational agriculture students to continue in vocational agriculture just as long as it is practical for them to do so. (There again, see that your program is practical.)
6. After a boy finally completes his all-day work in vocational agriculture, continue your follow-up program with him both in vocational agriculture and F.F.A. Continue visits to his home for planning and

guidance. Continue to meet these out-of-school boys in organized group meetings.

7. Keep all boys active F.F.A. members just as long as they are eligible. Plan the F.F.A. program to include the interests of these out-of-school members. Some of the meetings could be with just the out-of-school group. Some of them could be joint meetings.

8. After F.F.A. members are too old to be active members which would range from 21-25 depending on when they left school, they still should not be dropped completely from the program. These young men are now associate members. They will remain so for the remainder of their life without the payment of dues or attendance at regular meetings. Continue with them in an adult program. Encourage them to join an adult farmer organization and take an active part in it.

## Cooperative seed project

WAYNE ROWE, Teacher, Pillager, Minnesota

THE members of the Pillager Chapter (Minnesota) Future Farmers of America are putting into operation a number of cooperative projects in the production of crops and livestock. This year the crops projects are confined to the production of certified Moore barley. Next year they expect to have several kinds and varieties of grains in their cooperative projects.

Operation of the projects are quite simple. The F.F.A. chapter supplies certified seed to the cooperating members, who are selected by the cooperative activities committee on the basis of the application blanks which they fill out and inspection of the boy's home farm. The chapter treats the seed or pays the cost of treatment. The mem-

ber agrees to use approved practices in raising the grain and makes an effort to have the field certified. The member returns 20% of the crop to the chapter and keeps the balance. The member also agrees to give other F.F.A. members first chance to buy any of the seed he may have for sale at a price in keeping with that charged by other growers of the same seed. He can also become an approved grower of seed for the Minnesota Crop Improvement Association if his seed is certified.

Through these projects the chapter expects to be able not only to help boys get a start on their supervised farming programs but to improve the quality of grain produced in this area.

## Future Farmers of America

H. N. HANSUCKER

## Auction

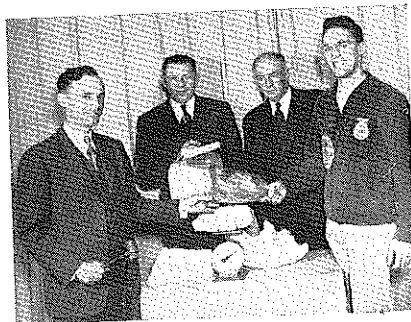
O. E. BORN, Teacher, Waukesha, Wisconsin

A display of tasty fowl, the chant of an auctioneer, and an experience in school-community cooperation... these seemingly unrelated items all formed a closely-knit pattern for those who watched the fourth annual poultry auction held by the Waukesha F.F.A. chapter at a meeting of the local Rotary club.

Quite a story lies behind the way in which the Waukesha Rotarians annually turn one club meeting into the poultry auction to benefit the high school group. It goes back four years to the day when the F.F.A. chapter found itself feeling financially low, and advisers O. E. Born and Don McDowell, along with the officers, sought a way out.

The spirit of the auction, and its growth in four years, can best be caught by a review of the 1949 event. In the main dining room of the local hotel the speakers' table was hidden beneath an array of some 50 fowl-tur-

keys, geese, chickens, ducks—and a few meat roasts. Seated in front of the table were the Rotarians and their guests, including F.F.A. officers, advisers Born



and Robert Kelly, and several of the schools' administrative officers.

In 1949 the boys, however, did more than earn some \$338 for their club treasury. They learned how to package birds attractively and to increase sales in that way. They learned what made a good saleable fowl, too, for their adviser-teacher inspected each bird before it was accepted for the auction.

## Does an alumni F.F.A. function?

C. B. DAVENPORT, Teacher, Mt. Holly, New Jersey



C. B. Davenport

THIS question has been put to me many times over the years and if you happened to live sufficiently near our area my answer would be, "Come and see." That would be the best answer, but since that is impossible except for nearby instructors, the next best thing

would be a short description of what you might see and learn if you could come.

In the fall you would see a meeting of the executive committee of our Alumni Chapter working on plans for their meetings during the coming winter. Chapter meetings are held each month except in the rush of late spring and summer work. The group has about one hundred young farmers on the mailing list but the average attendance is usually between 40 and 50. However, most of the entire membership participates in one or more activities during the year.

### Committees Perform Varied Duties

During the summer or early fall an advisory committee of five successful farmers, all of whom have had four years of agriculture, meets with the instructors to go over courses of study and plans for the year. As instructors we feel that this keeps our feet on the ground and provides a firm backing for all of our activities in the community. These young men are not only successful farmers but they also bring the added asset of an appreciation of what ought to be done, and what should not be expected of the department.

During the spring a supervised practice committee checks all plans, parent agreements, and project estimates in the boy's record books. They feel free to write suggestions in the books. In the winter after projects are completed they again check all final results and award prizes for the best records, not necessarily the largest projects. Their purpose in stressing this activity is to demonstrate their belief that good records are essential in modern farming.

In the fall you would also see a committee of two fruit growers training the boys on our fruit team to identify varieties, judge fruit, and pack apples. Another graduate who works at the poultry auction might be observed training our poultry team in placing live and dressed birds and grading eggs. Others help in preparing boys for various contests during the year. Usually we take the boys to the farms to facilitate the training activity.

During the winter the alumni committee which conducts the county F.F.A. public speaking contest will meet to discuss plans for the next contest. They

will select judges, provide prizes, and conduct the contest. The instructors are allowed to train the speakers.

This year we were able to rent two fields for use as a chapter project. Each field was about five acres in size and was planted to corn. Since the fields were located at some distance from school we were able to secure the cooperation of alumni members in the vicinity. They provided equipment, made suggestions and in general were able to "keep an eye" on the projects. The boys did all of the work, but understanding cooperation of the alumni members was a big help.

In some instances alumni members have been very helpful in assisting with the supervision of trips. Last winter two of them accompanied the group to the farm show at Harrisburg, Pennsylvania when it was impossible for the instructor to be away.

When it comes time for the annual F.F.A. parent and son banquet you would see a joint committee of alumni and active chapter members making plans for the banquet. Over the years an increasing number of Alumni members enjoyed attending this dinner and it was finally decided to make it a joint affair in which each group has a part. This practice seems to bring the two groups closer together and acts as an incentive to the new graduates to become active members in the Alumni group. This has become the largest banquet in the school and in the spring after the active chapter secures all the tickets needed by its members the others will be quickly taken by alumni members.

We are enjoying a new brick building for our department because of the active interest of the Alumni Chapter. Through their building committee which met with the Board of Education they not only secured the building but played



Alumni President and Instructor review progress on new shop.

a great part in planning it and in helping with some of the work so that a larger building could be built for the amount of money available.

As often happens with any organization the interest of some members is bound to wane at times; but we usually find that the reason is the one most often found,—that they just don't find anything definite to do. For that reason we endeavor to have as many as possible actively interested and at work doing something for the good of the department and the F.F.A. Most graduates feel a loyalty to their school and as that interest is crystallized into definite action of some kind I believe that they will maintain a real live organization. Graduates and former students are, or should be the most active supporters and so in answer to the original question my earnest suggestion is that it certainly does. Try it.

## Views on F.F.A.\*

J. B. ADAMS, Supervisor, Illinois

Here are some points of view or practices which seem to me to be wrong. First, the belief on the part of a few that F.F.A. is something extra and apart from vocational agriculture, not really a regular part of the program. To dispose of that idea, let me quote from page 4 of the State Board bulletin *Essentials and Requirements of a Vocational Agriculture Department*. "The program and activities of the Future Farmers of America shall be a definite and integral part of the program of vocational agriculture in the state."

A second wrong idea is the belief that the State Office is the Kremlin of the F.F.A., where somebody sets up all the rules. Of course some thing must be settled in that way, but most problems are referred to the F.F.A. Executive Committee, or to all the state officers, or to the convention. Many of the new things come up from local chapters, through the sections, and are adopted by the state at the convention.

A third error is the feeling that each chapter is expected to enter every contest and to try for every award. I do not suppose that anybody really believes this, but we hear some complaints. There are enough activities of different sorts so that every chapter can find some which suit. It seems to me that the sensible approach is to put into the chapter's yearly program of work only those activities which have a good local application. Then, if the program is examined carefully at the end of each year, rejecting those which do not prove desirable and adding others as occasion seems to warrant, the whole program can be kept on a sound basis.

Then, there seem to be some who believe that the important thing about an activity is winning the contest. Contests are valuable to stimulate interest and to provide recognition for accomplishment. That is just another way to say that the contest is merely an incidental

(Continued on Page 282)

\*From an address given at the 1949 conference of Illinois teachers of Vocational agriculture.



## F.F.A. chapter conducts sale

HARRY SCHNIEBER, Adviser, Belvidere, New Jersey



Harry Schnieber

THE Belvidere F.F.A. Chapter sponsored its fifth annual sale in 1949 and is planning to hold another one in 1950. Farm machinery, hay, grain, and household goods were among the chief items sold. Each year the sales have increased in scope and value to the community. The sale held in 1947 grossed \$5807.34, the one in 1948 sold some \$10,000 worth of equipment and in 1949, the most successful sale yet grossed \$7773.00; and the chapter realized a profit of \$229.50. The two previous sales resulted in a net profit of about \$150.00 and \$125.00.

The Belvidere F.F.A. sales are conducted entirely by the boys with the exception of the auctioneer and a clerk who is hired only to record each transaction. Experience has taught the chapter that most boys are not able to keep up with the auctioneer. The auctioneer received 1% of the gross sales and the clerk a flat \$10.00 for their services. Formerly the clerk received 1/2% of the gross receipts but this fee gradually became exorbitant and was cut to \$10.00. The chapter charges a flat rate of 5% for selling.

About two months before the sale is to be held committees are appointed by the F.F.A. president. They handle such jobs as sales manager operating the refreshment stand, cashiers, publicity, machinery placement, cleaning up the grounds, writing checks, and handling the routine business. It takes the cooperative effort of everyone of the 45 chapter members to put across a successful public sale.

### 1949 Sale

After the auctioneer and his clerk had been engaged, the work of the publicity or advertising committee began. Posters were printed and distributed widely within a 25 mile radius. Twice weekly for several weeks before the sale, newspaper advertisements were run which announced the sale and gave full information concerning it. Several days before the sale, advertisements listing the items consigned to date were run in the same papers. The advertising budget was limited to \$40.00. Last year it actually cost \$41.50.

For several days before the sale the boys were kept busy building a refreshment stand and making provisions for office facilities for the cashiers.

Last year arrangements were made to have some boys excused from classes to take in machinery at the sale. Machinery was received on Thursday afternoon after 1:00 P. M., all day Friday, and a little before the sale which started 10:00 A. M. on Saturday.

As a person brought in an item to be sold he was given a number and a receipt for his consignment. For instance if Mr. X was first and brought in a tractor and a hay rake he was assigned No. 1. The tractor listed was tagged No. 1A, the rake No. 1B. This job was taken care of by the arrangements committee who placed all items and set up the sale. About 450 different articles consigned by 103 different individuals were sold so this became a very responsible task. Tractors including the F.F.A. chapter owned tractor were used to place machinery. The duplicate copies of the receipts were listed in the "Consigners' Book" alphabetically so the amount that each item was sold for could be entered later from the clerk's sheets. All of the duplicates are then kept and filed.



Checking at the auction.

On the day of the sale the crowd began to arrive about 9:00 A. M. The state police previously arranged for, arrived and took over traffic duty and kept a watchful eye on things in general. Several assistant clerks (boys) helped the clerk by giving him numbers from the tags on each item. As the clerk would fill up a sheet of paper he would send it with one of his assistants to the cashiers who would then post the transactions in their cashier books, opening an account for each person who made a purchase. Thus at any time the boys could total up a person's account.

Since no money was accepted by the clerk, the cashiers, who were bonded for \$2,500 last year, were kept busy receiving money. A receipt was given for all money collected from the 101 buyers and a duplicate was placed on file.

As the sale proceeded another group of boys was busy selling hot dogs, hamburgers, candy, sodas, and coffee at the refreshment stand.

At the conclusion of the sale the total receipts were counted. The cashiers were then taken by the state police to the local bank where the money was deposited in the night depository.

During the week following the sale the records were again checked. After everything was checked a statement of each consignee's account was prepared. Five per cent was deducted from the total and a check was written for the

balance and mailed with the statement to the consignee. All checks carried two signatures; those of the adviser and the F.F.A. treasurer.

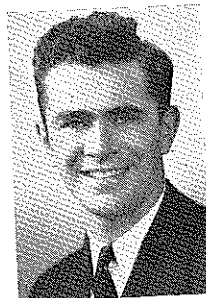
The chapter does not assume any responsibility for the items sold after the sale is over. It is the responsibility of each purchaser to remove his equipment from the grounds within 5 days after the sale.

Among the many values of a sale of this type may be listed:

1. The valuable training received by the boys in cooperation, in conducting business transactions, and in handling money.
2. It serves as a farmer's exchange for the community. Farmers look forward to the sale as a place to sell used machinery or grains, or purchase some needed article.
3. It provides incidental learning about the many kinds of farm machinery that are brought to the sale.
4. It serves as a good money making project for the F.F.A. chapter in which all members can take part.

## Reporting F.F.A. news

E. A. TOOL, Adviser, Elgin, N. Dakota



E. A. Tool

ASSEMBLING and reporting of F.F.A. news is an important item which is frequently overlooked. Informing the public of F.F.A. activities is a responsibility which every chapter should recognize; it is through the local news paper that communities become

acquainted with the organization and its activities.

For the past five years the Elgin F.F.A. chapter has averaged better than one article per week for the entire year in local papers and monthly farm magazines. Writing chapter news has become a traditional item to our reporter. He takes it for granted that he must have an article written each week.

We try to keep our articles timely. For example: when members pool orders for Ceresan to treat their seed we write an article telling how many members pooled how much Ceresan, and then tell the reasons for treating. When we mix minerals our article will tell that the members mixed 5,000 pounds of minerals for use in feeding their livestock projects. We list the ingredients, the reasons for feeding minerals, and the cost per 100 pounds.

We know that our articles bring results because we have inquiries nearly every day from farmers who want more information on feeding stock, which varieties of grain to grow, where to get registered breeding stock, how to install septic tanks and sewage systems, and other problems.

(Continued on Page 286)

## Minnesota Star Future Farmer Award

RUBEN G. HOVLAND, Adviser, Northfield, Minnesota



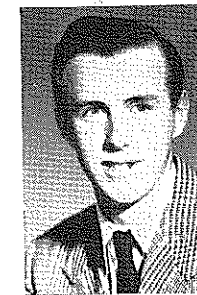
R. G. Hovland

THE greatest single factor for the success of Dale Hand, winner of the Star Farmer award is to be found in his supervised farming program but he was active in all F.F.A. and school activities. He was on the scholastic honor roll in all high school subjects in all four years of high school. He held the following offices in the F.F.A. chapter: secretary for two years, chapter president for one year, and district vice-president.

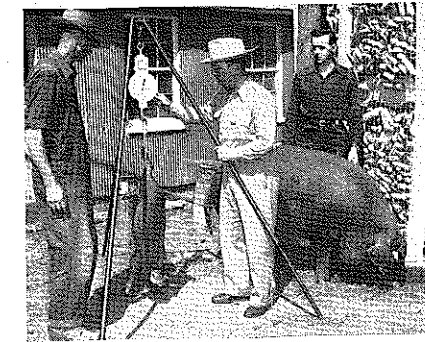
Dale developed a program of supervised farming that has become a goal for students of agriculture in the Northfield high school. He learned practical farming. He profited financially, he has increased his father's net income, and he has knit a relationship between himself and his parents which has been mutually beneficial. When an instructor can gain cooperation such as Dale and his father gave, he has the basis for a sound program of vocational agriculture.

In the fall of 1945 Dale purchased his first purebred Duroc sow. Though a program of sound feeding that met all nutritional requirements, providing a clean and comfortable farrowing quarters including the use of an electric brooder, and all sanitary requirements, she farrowed a strong litter of eight pigs. Each pig was ear marked at birth and had its eye teeth clipped. The sow and litter were fed a ration that would produce maximum gain at the least cost. The pigs were vaccinated with serum and virus for hog cholera before being weaned at eight weeks at which time they were weighed. The total 56 day litterweight was 349 pounds. They were then hauled to clean alfalfa pasture where they grew at a remarkable rate. At 4 1/2 months of age he had a boar that weighed 210 pounds. It was during that summer that his father became interested in purebred Duroc hogs.

That fall they kept the sow and her four gilts which was the basis for their partnership in purebred hogs. Arrangements were made to consign two of their boars to the production tested boar



Dale Hand



Good practices contributed to high earnings.

sale at Austin, Minnesota, that same year. They also bought their herd sire at the same sale. From that meager beginning Dale and his father have grown into the Duroc hog business to where they are recognized in the state for their good Durocs. In the spring of 1949 they farrowed 136 pigs from 15 sows. They have shown their hogs at the surrounding county fairs, at the Minnesota-Iowa F.F.A. hog show, at the State Barrow Show at Albert Lea, the Minnesota State Fair and have consigned gilts on the Duroc State Show and Sale. Through a program of sound breeding, good feeding, honest salesmanship, and the latest information on management they have had outstanding success. They have continued their sow testing work and have records that go back several generations. They have a 50-50 partnership with each party sharing the expenses and receipts.

## Crickets for profit

All right, so you decide to go fishing. You've got your rod and reel, your boat, and your best friend to go with you. How about your bait? Idea! You'll use crickets!

But if you were in Greensboro, Alabama, you'd go straight to Sammy Yeager, an industrious F.F.A. boy who would ask how many you wanted and in a few minutes give you a jar with the correct number—for a price. You see, Sammy has cashed in on people's natural born desire to fish—without having to labor all day digging or chasing their bait. In fact, this very reason started Sammy, on his project, because he is an ardent fisherman, too, according to Arthur Prince, his F.F.A. adviser. In 1947 Sammy caught twenty-



## Something to say

R. H. COUGHELL, Adviser  
Fairmont, Indiana



R. H. Coughell

AS teachers our business is the promotion of desirable changes for the betterment of individuals with whom we work. The Future Farmers of America public speaking contest offers another avenue through which our boys may be influenced toward self and community improvement. Through speech, good ideas may be shared with others.

The presented speech is best given when it is a part of the everyday living of the boy. David Nall gave his 1949 Indiana state-winning speech, *Safety in the Modern Farm Home*, as it grew out of our F.F.A. state farm safety contest, the "Hoosier Hazard Hunt." In his home were found the open fireplace and the spiral stairway. It was his neighbor that fixed his second house more nearly fireproof. The F.F.A. is a national organization, but it is based upon the individuals in the local chapters. The talk should be based on local needs and, at the same time it should apply to a national situation.

The speech, "What is New in Farm Machinery," used by Joe Elliott, our 1947 contestant, started out as a collection of folders showing the newest developments in farm machinery as presented by the various manufacturers. It

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five grown crickets, placed them in a sixty gallon drum, open in the top. A layer of sand in the bottom and then one of hay three or four inches deep completed their habitat. A canvas top kept the rain out. To keep the crickets from crawling out, he painted a white ring around the inside of the top—dopey isn't it? But necessary.

Sammy feeds them about a handful of chicken feed a week which amounts to practically nothing. Those first twenty-five crickets hatched about 1500 in three weeks. Then in six weeks they were ready to sell. He now keeps this many hatching every three weeks, depending on the season, however.

He charges \$1.00 a hundred. "But," he adds, "the overhead is more in the winter! So then I charge \$1.50. I put an electric light bulb in the drum on the coldest nights and days!"

He does this in his new, modern brooder, though. It is a combination house and sun parlor. The sun parlor is screened and built a few inches above the level of the house which has the hay and sand in the bottom. This brooder cost only \$6.00.

T. L. Faulkner, Executive Sec.,  
Alabama



## Trainees profit from F.F.A. convention trip

J. C. ATHERTON, Graduate Assistant,  
University of Illinois

CONSIDERABLE truth lies in the statement, "that there are many ways of killing a cat other than choking him on cream." Likewise, there are a number of different approaches to the many problems that face the beginning teacher of vocational agriculture. A trip to the 1949 National F.F.A. Convention in Kansas City, Missouri, by the prospective teachers from Illinois was used as a means of acquainting a group of college seniors with some of the problems they will encounter as teachers and also as a device for familiarizing them with the practical approaches to the solution of these problems.

Forty-three seniors, majoring in agricultural education, from the University of Illinois made the trip to Kansas City accompanied by two members of the teacher-training staff. Three major objectives of the group were:

1. To examine the facilities of several departments of vocational agriculture enroute and to review the programs of vocational agriculture with the local teachers of agriculture.
2. To observe the various activities that make up the National F.F.A. Convention.
3. To meet with teacher trainers, state supervisory staffs, and high school teachers of vocational agriculture and discuss with them the programs of agricultural education being conducted in their respective states.

As a means of fulfilling the first objective, the group stopped at the following schools to study various phases of the program of agricultural education: Jacksonville, Illinois; Paris, Missouri; Shawnee Mission School, Merriam, Kansas; Carrolton, Missouri; and Brunswick, Missouri. Several of these schools are being utilized as student-teaching centers for prospective teachers of vocational agriculture. At each school, a tour of the local facilities and informal discussions were conducted in which the local program was reviewed. Problems facing teachers of agriculture and student teachers were discussed with each teacher visited.

### Provided A Number of Experiences

Conferences were held with the trainees each morning to direct the observations to be made at the convention that day and to clear up any questions the group might have. Following the convention a session was held with the group in which all activities of the convention were analyzed with emphasis being placed upon the application that could be made by the teacher and his F.F.A. chapter.

The agricultural education department of the University of Missouri was visited and the Missouri program of student teaching was discussed. The teacher-training staff at Missouri and some

of their student teachers participated in the discussion with our group from Illinois. At various times during our stay at the convention, a member of the U. S. Office of Education, several state supervisors, teacher trainers, and high-school teachers of agriculture met with the trainees and discussed various phases of the program of vocational agriculture. During each discussion the trainees asked numerous questions related to activities, the problems, and the responsibilities of a teacher of agriculture. Trainees from Iowa, Missouri, and Michigan met with the group from Illinois during some of these discussions. States represented by those participating in the discussions included: California, Illinois, Michigan, Minnesota, Missouri, Nebraska, Pennsylvania, Texas and Wisconsin.

In preparation for the trip, each senior was excused from his classes at the university during the convention. There is a flexible arrangement for classes in the semester that the trainees participate in student teaching, which permits trips such as this one.

### Pay Own Expenses

All expenses incident to the trip were paid by the students. A bus was chartered so that transportation would be kept to a minimum and so that visitation enroute would be facilitated. Approximately 1000 miles were traveled by each student for transportation, meals, lodging, and incidentals amounted to less than \$30.00.

In evaluating the experiences of the group, it is felt that there were several worth-while outcomes. They were:

1. The trainees secured a broader perspective of vocational agriculture after they had become personally acquainted with various national leaders in agricultural education of whom they had previously heard and read.
2. An appreciation of the worth of the convention was developed in the prospective teachers.
3. An understanding of the association of the educational outcomes of the convention with the purposes of agricultural education was developed.
4. An appreciation of the effectiveness of the F.F.A. and its activities for achieving the educational objectives in agricultural education was furthered within the trainees.
5. Opportunities were enhanced for visualizing teacher problems in various situations with methods used in solving them.

The retail food prices relative to consumer income has decreased 31 per cent since 1935-39.

## Views on F.F.A.

(Continued From Page 279)

device to help reach the real objective. Unless the activity helps to train boys in better farming and in leadership there would be no place for it.

Finally, there is the opinion that F.F.A. requires a lot of additional time from a teacher who already has more than he can possibly do, and so it interferes with the job of teaching agriculture. The ideal situation would be exactly the opposite. F.F.A. in the hands of a skillful adviser is a device for saving time for the teacher and for multiplying his effectiveness. There are many things which an interested group of boys who are well organized can do, sometimes better than the teacher can do them. The chapter committee on supervised practice can stimulate members to develop stronger farming programs. It can plan and conduct project tours and parent nights where supervised farming is explained. It can help get boys to sectional fairs. If boys are given real opportunities and responsibilities results are often surprisingly good. Of course such an ideal situation is no accident. It requires a highly specialized skill on the part of the adviser.

## Something to say

(Continued From Page 281)

is believed, however, that the point which made the speech worth while was not the new equipment, but the effect that the use of this new machinery had upon people. Our sodded waterway affects not only our farm but also the farm of our neighbors; then comes the effect of more food for a hungry world. Timeliness in the choice of a speech topic is a factor to consider. "Food Will Win the War" is not a subject for peace time, although the need for effective production is ever with us. Are farm safety topics just coming in or have their popularity peaks passed? The crest of the wave rides highest onto the beach, but there also is the underlying power of the neglected needs which should be brought into view.

Speech experience is started in our own classroom; local groups are used; radio facilities are available; and each presentation brings a new viewpoint which widens the subject area. The boys are urged to make all possible use of the school speech department where plays, debates, and discussion groups are sponsored.

Last year our contestant knew his speech more nearly word for word than any of our former contestants; it is contended that this leaves more time for the study of gesture, use of voice variations and those finer points employed by finished speakers.

The F.F.A. speech contest is a tool for our use in the development of future farm leaders, not just for the production of food but also in the legislative leadership of our nation. The speaker should develop a trend of thought within his own experience but with a scope as nearly nation wide as possible. The ideas presented must be directed toward a beneficial effect upon fellowmen.

## State farmers do farm

TEXTON MILLER, Teacher, Olivet, Michigan

A second study of young men who were selected for the state farmer degree offers encouragement and a challenge.



Texton Miller

questions to which the writer sought an answer in this, the second Michigan study of State Farmers.

The initial research was conducted in 1942 by Earl C. McKim, now teacher of vocational agriculture at Eaton Rapids. McKim studied the first ten years of State Farmers and found that 56.1 per cent were engaged in full-time or part-time farming. However, as many teachers of vocational agriculture believed a higher percentage of the more recent State Farmers were entering farming, the writer decided to investigate the situation.

### Scope of Study

Through the cooperation of Michigan teachers of vocational agriculture, several school superintendents and many State farmers, the writer was able to locate the addresses of 95.5 per cent of the State Farmer group. An unusually high percentage of the survey forms (84.2%) were returned. This tended to give greater reliability to the study.

There were 614 State Farmers of Michigan who had received their degree between the years 1940 to 1947. By means of a sampling technique, this group was reduced to 311 names. Addresses were secured for 297 of this group. A check-list was prepared and mailed to each of these young men. Returns were received from 262 or 84.2 per cent of the group.

### Occupational Status

Table 1 shows that over half of the State Farmers (56%) were engaged in full-time farming. This is a statistically significant gain of 10.4 per cent over a similar group studied by McKim in 1942. A total of 62.6 per cent were in full-time or part-time farming, which was also a statistically significant gain of 6.5 per cent over McKim's group. Few of the State Farmers of this group, 6.9 per cent, were established as farm owners, although 57.2 per cent reported partnerships in farming and 18.6 per cent were classified as renters.

Seventy-eight per cent of the present group were in farming or related occu-

TABLE 1. A Comparison of Occupational Status of Two Groups of State Farmers of Michigan.

Occupational status	Group 1* 1942 study		Group 2 1948 study		Difference (G <sub>2</sub> -G <sub>1</sub> )
	Number	Per cent	Number	Per cent	
Farming full-time.....	87	45.6	145	56.0	+10.4**
Farming part-time with other work.....	20	10.5	17	6.6	- 3.9
Total in full-time and part-time farming.....	107	56.1	162	62.6	+ 6.5**
Occupation related to farming***.....	43	22.5	40	15.4	- 7.1
Total in farming and related occupation.....	150	78.6	202	78.0	- .6
Occupation not related to agriculture.....	41	21.4	57	22.0	+ .6
Total reporting.....	191	100.0	259	100.0	

\*Study conducted by Earl C. McKim.

\*\*Differences found to be statistically significant.

\*\*\*"Occupations related to farming" include college students in agriculture. "Non-related" include college students taking course of study not related to agriculture.

## Studies and Investigations

E. B. KNIGHT

pations, which is almost identical with the previous Michigan Study. The current Study again points out that 22 per cent of the State Farmers, highly selected Future Farmers, are failing to become established or remain in an occupation for which they were trained.

### Educational Accomplishments

Fewer State Farmers have attended college (26.1%) as compared to the 41.4 per cent for the State Farmers in the 1942 Michigan Study. About the same proportion, 25.7 per cent, attended short courses at Michigan State College, which is about the same as McKim reported.

Participation in young-farmer classes (11.5%), membership in organizations, and average number of offices held per member, were all practically the same as in 1942.

### Significant Factors

An attempt was made in this Study to rate some of the factors commonly associated with establishment in farming. The following is a list of the helps as the young men ranked them: (1) family help; (2) F.F.A. livestock projects; (3) F.F.A. crop projects; (4) the teacher of agriculture; (5) vocational agriculture classes; (6) farm of sufficient size; (7) 4-H club work;

(8) F.F.A. chapter activities; (9) county agent, and (10) inheritance.

Perhaps one of the more significant contributions of Study was the list of reasons given by the State Farmers for leaving farming. These reasons are given in Table 2. Some of the reasons commonly accepted as being responsible for lack of establishment of the young men

TABLE 2. Reasons Given By 116 State Farmers For Leaving the Occupation of Full-Time Farming.

Reasons for leaving the farm	Number	%
College .....	36	31.0
Lack of land.....	35	29.7
Lack of capital.....	34	29.3
Armed forces.....	19	16.4
Lack of machinery.....	15	12.9
Low cash income.....	10	8.6
Lack of buildings.....	9	7.8
Lack of livestock.....	7	6.0
Couldn't get along with Father .....	6	5.2
I didn't like farming... ..	5	4.3
No progress .....	3	2.6
Farm run-down .....	3	2.6
Others .....	3	2.6
No future in it.....	2	1.7
Wife didn't like farming .....	2	1.7

in farming, were not considered significant by these State Farmers.

### Conclusions, Implications

These findings suggest, in part, the following conclusions.

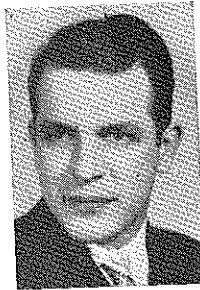
1. State Farmers are becoming estab-

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# Internship for prospective teachers of agriculture in Illinois\*

LLOYD J. PHIPPS, Teacher Education, University of Illinois



Lloyd J. Phipps

THE dissatisfaction of graduate students with the program offered them, the dissatisfaction of beginning teachers in the adequacy of their preservice training, and the dissatisfaction of student teachers in the adequacy of their participatory experiences led to an investigation of ways and means of providing the type of program being demanded. A survey of the literature of teacher education indicated that internship was prized highly as a means of functionalizing instruction in education, as a means of integrating theory and practice, and as a means of providing participatory experiences under guidance and supervision.

Because most of the experiences with internship have been concerned with training teachers other than teachers of vocational agriculture and because there are many unanswered problems concerning internship, it was decided that an investigation of internship as it applied to the training of teachers of vocational agriculture in Illinois would be undertaken.

The purposes of the investigation were to:

1. ascertain the experiences an intern should obtain during internship and the approximate duration of these experiences,
2. discover the value and limitations of internship in the training of prospective teachers of vocational agriculture,
3. develop an organizational and administrative arrangement for internship.

*Internship* is defined to mean a definite procedure for introducing a beginning teacher into teaching under the direction and guidance of a local, master teacher and a staff member from a teacher-training institution. An intern is employed for a salary in a school off-campus. He is a member of the school's instructional staff with definite, assigned teaching responsibilities lighter than those of a full-time teacher so that time will be available to him for the study and analysis of his duties. Graduate credit is allowed an intern by a teacher-training institution for a program of study which is integrated with his part-time teaching responsibilities. On-the-job instruction is provided by a local cooperating teacher and by a supervisor from the teacher-training institution.

\*Abstract of Doctoral Thesis, University of Illinois, 1949.

## Procedures

Several procedures were used to obtain the evidence which would assist in accomplishing the purposes of the study. An "on-the-spot" study was made of California's training program for teachers of vocational agriculture, the only training program in the United States employing internship at the graduate level as a means of training. From the information obtained in California and from the literature, a pilot internship program was organized and established. The pilot program was studied intensively for a year.

Since the results of the present student-teaching program would affect the type of internship which would need to be offered, the present student-teaching program was studied in detail. The difficulties and inadequacies of beginning teachers were studied for the same reason.

A survey was made of the institutions which were training teachers of vocational agriculture in the United States, Hawaii, and Puerto Rico to discover the types of training which they were providing and to discover if they were planning or considering an internship program. A follow-up survey was made of the institutions who were using internship or were using a student-teaching period of twelve weeks or more in length.

The concepts developed from the study of the literature, the pilot-internship program, the present student-teaching program, and the programs for training teachers of vocational agriculture in other colleges and universities were assembled and submitted to forty-four authorities in the field of teacher education for their reactions.

## Summary of Undergraduate Program

The study showed that prospective teachers of vocational agriculture in Illinois are completing their undergraduate training without self-confidence, ability, and understanding in certain areas of technical agriculture.

The study showed that the most serious deficiencies and the activities with which the beginning teachers were most concerned were in the professional field. The study also showed that participatory experiences in professional activities greatly increased confidence. Training in classroom teaching was more general and of better quality than the training in other professional areas. However, recognized problems and opinions of teachers at the end of their first year of teaching indicated that the preservice training concerning classroom teaching was inadequate.

The data show that an effort needs to be made to provide a larger number of student teachers with participatory experiences in young-farmer and older-adult education.

Student teachers did not receive sufficient training in guidance and counsel-

ing; therefore, as beginning teachers, they limited their efforts in these activities. The level of participation of student teachers and the amount of their participation in visiting and supervising the farming programs of high school pupils were inadequate. Their participatory experiences in Future Farmers of America activities and their instruction in farm mechanics were often inadequate.

Although the participatory experiences with the activities in the area concerning the annual and long-time program were superior to the training received in other activities, they were considered inadequate by beginning teachers. Participatory experiences in the area of instructional facilities and materials were poor in both quantity and quality, and the beginning teachers experienced considerable difficulty in this area during the early part of their first year of teaching. Participatory experiences in the area of records, reports, and administration were relatively good in both quantity and quality, and the study indicated that this phase of the preservice training was adequate.

The confidence of prospective teachers was relatively high, and the participatory experiences were relatively good in the area of school, community, and professional duties. The study indicated that the preservice training in this area was adequate.

No major difficulties were encountered by beginning teachers in the area of visual aids.

## Summary Regarding Internship

Internship, which provides for an integration of theory and practice, is one of the oldest forms of organized education; and it is being recognized as an essential part of the training in more and more professions and semi-professions.

Internship was considered before World War II as a very important part of teacher education in some of the European countries, and its use in the United States as a means of training teachers was growing in popularity before World War II. Both public schools and teacher-training institutions in the United States have conducted internship programs for teachers. Several doctoral dissertations have advocated internship for teachers and have developed some of the techniques and the principles of operation.

The literature in teacher education lists many advantages of internship. The literature also indicates that the reasons that internship is not used more generally are not that the leaders in education disbelieve in internship, but that procedures of organization have not been developed.

The cadet program in California, which is a form of internship at the graduate level for training teachers of vocational agriculture, has been in successful operation for approximately twenty years. The former cadets and present administrators praise the program highly and believe it is the only way to train teachers of vocational agriculture. As proof of the value of the program, they point to the large

percentage of their trainees who go into teaching and the large percentage who are successful teachers. They see no limitations which are inherent in the program or which cannot be overcome.

The teacher-training departments in agriculture education in the United States are seeking opportunities for giving more participatory experiences to their trainees. At present, four institutions training teachers of vocational agriculture are planning to initiate internship programs and twenty-six institutions are studying possibilities of internships or lengthened student-teaching programs.

The institutions with lengthened student-teaching programs are dissatisfied with the training which their programs are offering. One of the reasons is that their students have only partial responsibility for many activities and experience only a sampling of the total duties of the teacher of vocational agriculture. The teacher trainers who are using lengthened student-teaching programs and more satisfied with their training programs, however, than are the teacher trainers who are using short or part-time, student-teaching programs.

## Pilot Program

The pilot internship program showed that internship provides a well-rounded experience in the duties of a teacher of vocational agriculture. In the pilot internship program, the training of three interns demonstrated that theory and practice can be integrated without the serious neglect of either, and that the duration of the experience was adequate to develop to a satisfactory degree an intern's proficiency in most activities. The self-confidence as well as the general teaching ability of the three interns was materially increased. The interns did not become over-confident of their abilities and were as equally desirous of further education at the end of the year as they were at the beginning. The interns in the pilot internship program continued to be enthusiastic about the program as a means of training. Newton Community High School, the school serving as the intern center in the pilot internship program, was satisfied with the services which they had received from the interns and desired to employ additional interns for the coming year. No inherent weaknesses were discovered in internship; however, the importance of the local supervisors as the key individuals in a program was confirmed. The providing of the local supervisors with sufficient free time to give adequate supervision is one of the principal problems of internship.

The group of authorities composed of directors of student teaching, teacher trainers in agricultural education, supervisors of agricultural education in state departments of education, and others who have made studies of teacher education reacted quite favorably to the concepts regarding internship for prospective teachers of vocational agriculture which were submitted to them. A majority of the concepts were validated. Following are the concepts whose validation by the authorities made it possible to propose a detailed plan for internship:

1. An inexperienced graduate who is qualified as a teacher of vocational agriculture and who has had eighteen hours of professional education including six weeks of full-time student teaching should not be considered fully trained.
2. A graduate who wishes to work toward an advanced degree immediately after receiving his bachelor's degree should be given the opportunity through some program of internship.
3. An internship program should be conducted in cooperation with a public school.
4. An internship program should provide a trainee with both educational theory and practice and strive for an integration of the two.
5. An internship program and an intern should be supervised by a teacher-training institution.
6. An intern should receive at least one-half of the average salary of an inexperienced teacher of vocational agriculture.
7. Supervision of an intern should be the joint responsibility of the local school serving as an intern center and the teacher-training staff at the university.
8. An intern should engage in all the activities of a teacher of vocational agriculture, but the extent of these activities should be decreased to allow time for his study and analysis of the problems connected with his teaching.
9. Graduate credit should be allowed for internship.
10. An intern's analysis of his experiences and study of the problems connected with his teaching should be considered as partial fulfillment of credit requirements for an advanced degree.
11. An intern center should have a superior teacher of vocational agriculture who acts as a local supervisor of an intern or interns.
12. A university's teacher-training staff should provide a minimum of two hours of instruction a week.
13. A local supervisor should provide an intern with necessary instruction in the teaching of vocational agriculture.
14. An intern should study his work and anticipate and analyze the problems connected with his teaching.
15. During the year of follow-up, an intern should study intensively those problem areas which the experiences of the previous year have brought to his attention.

## Conclusions

Some of the more important conclusions, values, and advantages which were confirmed, developed, or realized more fully as a result of this study are as follows:

1. The work of a modern teacher of vocational agriculture is very complex and requires a long period of participatory experiences to develop

necessary abilities and confidence.

2. Many abilities necessary to teaching may be developed if adequate training is provided.
3. A beginning teacher may need time to adjust to his new role, and this adjustment may be facilitated in internship by a reduction of an intern's service responsibilities to the school.
4. Internship may provide an excellent laboratory to train a student in the understanding of children and adults.
5. Internship may provide a laboratory and the time necessary for a trainee to diagnose and remedy the deficiencies in his own teaching.
6. Internship may provide an excellent opportunity for a trainee to learn the techniques of guidance and counseling.
7. Internship may develop in a trainee the ability to use effective teaching techniques.
8. Internship may provide an opportunity for a trainee to learn many practical agricultural skills and much practical agricultural knowledge.
9. Internship may assist in making the methods, the psychology, and the philosophy of education meaningful to a trainee and stimulate him to apply to his own teaching his knowledge of educational principles.
10. An internship program may assist in improving and extending the program of vocational agriculture in an intern center.
11. An internship program may contribute to the education of the teachers of vocational agriculture at an intern center.
12. Internship may integrate the theoretical and the practical aspects of teaching; therefore, it may motivate an intern's learning of educational principles and techniques.
13. Internship may provide a trainee with an opportunity to become acquainted with and gain ability and confidence in the performance of nearly all the activities of a teacher of vocational agriculture.
14. Internship may help prevent a trainee from acquiring undesirable teaching habits.
15. Internship may provide an opportunity to salvage teachers who lack proficiency in certain few but necessary abilities and give them a chance to correct their deficiencies.
16. Internship may increase teacher morale.
17. An intern may learn to profit from supervision.
18. Internship may be valuable in developing an intern's ability to recognize problems, to analyze these problems, and to assume responsibility for plans of action.
19. An intern may learn to use democratic principles of action by working and planning with his supervisors, the other teachers in the department, and the other interns.

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### New special editor

**STANLEY S. RICHARDSON** was reared on a farm in Jordan, Utah. He obtained his B.S. degree in agriculture from Utah State in 1925, and served over ten years as a teacher of agriculture in Utah and Idaho. In 1938 he completed the requirements for the Master's degree in agricultural education at the University of Idaho. He has been Supervisor of Agricultural Education in Idaho since 1937.

Mr. Richardson has been active in his profession and in other areas. He edited the college yearbook, served as president of county and state teachers associations, and was president of the State Vocational Association for four years. He represented the Pacific region on the National F.F.A. Advisory Council from 1942-1944.

### Internship for prospective teachers

(Continued From Page 285)

20. Internship may provide an intern with experiences which many teachers do not experience for years.
21. Internship may provide an intern with excellent training in public relations.
22. Internship may provide an intern with an almost ideal learning situation in adult education.

It is concluded that the difficulties as discovered or more fully realized as a result of the pilot internship program are as follows:

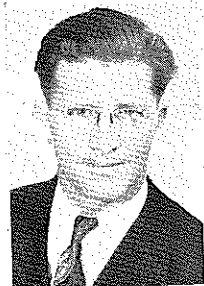
1. determining when an intern is ready to accept new responsibilities and receive additional information,
2. developing an intern's attitude of learning as an essential condition of the internship program,
3. keeping an intern's attention focused on the educational aspects of the program,
4. keeping all parties working together,
5. supplementing a local supervisor's deficiencies without antagonizing him.

An internship program is expensive both of time and money, but so is any graduate program. The expense should not be excessive if the intern centers are clustered and the work is integrated with other field work of the university's staff in agricultural education.

Since the objectives of the graduate work leading to a Master of Science degree are slightly different from the objectives of internship, it is recommended that internship be a part of a total professional program at the graduate level. It is recommended that a professional degree be granted at the end of the equivalent of one year of full-time graduate work and that the internship portion constitute part of the necessary credits for this degree.

An increase in our livestock population by less than 5%, would use up all of our so-called grain surpluses.

### Farm credit



Leonard Crane

**T**HE boy starting out in agriculture has to have a starting point. Will he have sufficient funds to start his productive enterprise? Usually a sufficient funds student borrows from his father to secure his project.

This is a good place to start teaching the use of credit. Many instructors of vocational agriculture have made arrangements with local banks for loans on productive enterprises. They require first year students to start their projects by borrowing. The boys learn the value of credit.

LEONARD CRANE  
Lund, Nevada

### State Farmers do farm

(Continued From Page 283)

lished in farming to an increasing extent.

2. In addition, the evidence suggests that State Farmers are becoming established in full-time farming to a greater extent than was true ten years ago.

3. As the number of State Farmers has grown, the progress in establishment in farming has not been accompanied by an increase in evidences of leadership. This could be interpreted to mean that less emphasis on leadership in the selection of State Farmers would not reduce the percentage becoming established in farming.

4. Assuming that young-farmer classes are concerned with the problems of helping young men secure capital, equipment, and land, the small percentage of young farmers who have attended these classes indicates a need for more emphasis on the establishment of young-farmer classes.

5. In view of the fact that "chapter activities" were rated low as a help to State Farmers in becoming established in farming, a need is indicated for local chapters to study the "supervised farming" section of their program of work.

### Reporting F.F.A. news

(Continued From Page 280)

In a recent survey of farmers in the community we found that 78 per cent of the farmers were carrying out new approved practices which they had picked up from news articles written by our F.F.A. reporter. The most important of these consisted of feeding minerals, treating cattle for grubs, treating grain with Ceresan, cleaning seed grain at home instead of at the elevator, using registered sires, seeding new disease resistant varieties of grain, planting hybrid corn, and buying chicks from U. S. pullorum tested hatcheries.

News is of interest to the public when it contains the names of the various parties concerned. When a

### Book reviews . . .

**PRINCIPLES OF FIELD CROP PRODUCTION**, by John H. Martin and Warren H. Leonard, pp. 1176, illustrated, list price \$6.00, published by The MacMillan Company. Fundamental principles essential to an understanding of field crop production in the United States are presented in a clear and concise manner in this veritable storehouse of information. The text is of college level. The 39 chapters are grouped under five Parts as follows:

- Part I General Principles of Crop Production
- Part II Crops of The Grass Family
- Part III Legumes
- Part IV Crops of Other Plant Families
- Part V Appendix, comprising of four tables

Vocational agricultural teachers, and others, will find Principles of Field Crop Production to be an interesting and informative source book in their work. —APD

\* \* \* \* \*

**MODERN BREEDS OF LIVESTOCK**, by Hilton M. Briggs, pp. 772, profusely illustrated with excellent photography throughout, list price \$5.50, published by the MacMillan Company. The text was written more fully to acquaint the student and prospective breeder with the various breeds of livestock that have been and are currently being used to improve our general levels of commercial production. Essential facts concerning the origin and improvement of a breed are useful guideposts by which breeders can survey the progress that has been made and better chart the course of their future operation. The author has presented in an impartial manner a vast storehouse of vital information relative to modern breeds of livestock. The text is comprised of four sections, namely:

- Section I The Breeds of Cattle
- Section II The Breeds of Hogs
- Section III The Breeds of Sheep and Goats

Section IV The Breeds of Horses

This book should have wide acceptance among teachers in the field of agricultural education as well as among persons who are engaged in the breeding of livestock. —APD

group of students are initiated the article tells about the initiation and mentions the names of all individuals initiated. All names of members attending the state F.F.A. convention are mentioned. At the end of the year when the reporter does a story on farm home improvements, he also mentions the names of all the farmers who have used our septic tank forms during the summer. From time to time the classes visit the farms of successful farmers, and the reporter writes articles telling of the visits, and mentions the approved farming and feeding practices observed.

Good timely news articles written by the F.F.A. reporter can do more to inform the public of what the F.F.A. is doing than any other activity.

### Organization of young farmers

R. E. NAUGHER, Specialist in Agricultural Education, U. S. Office of Education



R. E. Naugher

**F**ORTY supervisors and teacher trainers in agricultural education representing 34 states met in Kansas City, Mo., on October 14, 1949, to discuss the possibilities of a national organization of young farmers of America. After a full day of deliberation, a resolution was adopted to give no further consideration to a national organization at this time. Those attending were practically unanimous in the belief that a national organization of this group was not needed until more of the states organized state associations. It was voted, however, to have the national committee and the staff of the Agricultural Education Service of the U. S. Office of Education continue study on the matter and have further consideration given to it at regional and national meetings of supervisors and teacher trainers. The national committee is composed of one state supervisor from each of the four administrative regions, namely: Ralph A. Howard, Ohio; R. D. Anderson, South Carolina; Mark Nichols, Utah; and H. N. Hansucker, West Virginia. Only five states and Hawaii have formed state organizations to date.

Messrs. Howard and Hansucker, regional committee representatives who attended the Young Farmer Conference held in Washington, D. C., in June, made reports on the proceedings of that conference. Among the points they stressed, these seem to be the most significant:

1. A program of organized instruction should be provided for out-of-school farm boys until they are established in farming.
2. The instruction provided should be broadened to include those enterprises and activities that are essential in aiding a farm boy to become established on the farm and in the community.
3. A lack of understanding between the states as to what can be reimbursed in an organized program of instruction for young farmers.
4. Many variations from state to state on kinds of local organizations and state associations now in operations. Stressed the need for clarification for young farmers.
5. Any organization of young farmers must have as its prime objective a program of organized instruction.
6. The need for the guidance of teachers on the part of state supervisors so as not to have too wide a difference in objectives and

### Farmer Classes

J. N. WEISS

MARK NICHOLS

policies of local organizations of young farmers. Young farmer groups are being organized on the local level and they must have guidance from the state level.

7. If and when state associations of young farmers are formed, the organization should follow the basic principles as outlined by the committee in the suggested constitution and by-laws for a state association.

It was pointed out by several supervisors that, since most of the veterans in the institutional on-farm training classes are required to have an economical farming unit before they are enrolled in these classes, it would be logical to think of this group as adult farmers. It was the consensus of opinion that any long-time program planned for young farmers must be based on reaching the masses of young farmers when they leave school. The top age, as provided in some state associations, is too high and should be lowered as soon as possible.

#### Basic Considerations

A suggestive state constitution has been developed by the national committee and the Agricultural Education Service of the U. S. Office of Education for the purpose of providing uniformity and providing safeguards necessary if such an organization is to be sponsored by the school system. It was generally agreed that the organization should include only bona fide students regularly attending young farmer (part-time) classes and that an upper age limit should be fixed for active membership in the association, with the intention that students would be encouraged to progress to adult farmer classes and join established farm organizations.

All in attendance emphasized the necessity for having the young farmer associations under supervision of the teacher of vocational agriculture on the local level and supervisor of vocational agriculture on the state level to insure coordination of the entire program. Opinion was expressed on the floor, however, that the young farmer associations should be a loosely knit organization and should not indulge in a multiplicity of contests and degrees that appeal to high school students.

An increased interest in young farmer classes is manifest and much of it ties in with experiences gained in the veterans training program and enthusiasm of young farmers for organization and action. Vocational agriculture no doubt will meet the challenge of giving proper training through the Future Farmers of America, New Farmers of America, young and adult farmer classes, and directing the young farmer to join one or more of the adult farmer organizations. In projecting a

program for young and adult farmers, we must not lose sight of the fact that for the years just ahead and for a long time to come veterans who have been enrolled for institutional on-farm training will compose only a small part of the total number of farmers who could benefit from training in vocational agriculture.

#### Purposes

Since one purpose of young farmer class instruction, as given in Bulletin No. 1, is to help students to become established in farming, the primary purpose or objective of an organization for young farmers is stated as follows: "The primary objective of this association is to develop group and individual responsibility of out-of-school young farmers in programs of instruction in vocational agriculture designed to meet their needs in becoming established in farming."

The contributory objectives as given in the suggested state constitution for young farmer associations are as follows:

1. To develop individual and group interests and abilities in financing, planning, operating, and evaluating farming programs of out-of-school young farmers who are members of the organization.
2. To discover and utilize placement opportunities available on a rental, lease, partnership and purchase basis in assisting young men to become established in farming.
3. To develop the leadership abilities needed to participate in activities requiring an understanding of parliamentary procedures, conduct of meetings, public speaking and other desirable activities for rural young people.
4. To develop an understanding of the ways to secure and utilize the services available to farmers in improving their economic status and social and family relations.
5. To develop abilities in producing, marketing, and utilizing farm products; conserving water, soil, and other natural resources; financing and managing a farm business; maintaining and operating farm machinery and equipment; maintaining and improving the farmstead; applying farm work simplification practices; and improving farm family living situations.

A recent study of a rural Minnesota county revealed that it had over 300 local organizations and 185 governmental units, such as townships, school districts, voting precincts, and the like.

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A 1948-49 salary of \$5,000 was about equal to the purchasing power of a \$3,000 salary prior to World War II.



# 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

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 as—B. P. Dilworth, Auburn  
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 t—H. T. Pruett, Auburn  
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