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# AGRICULTURAL EDUCATION MAGAZINE

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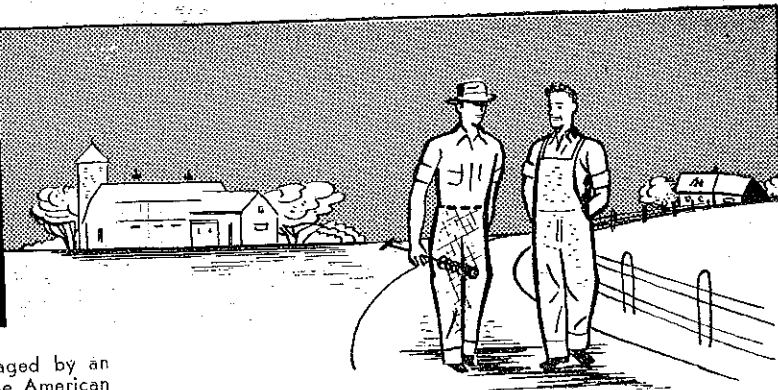


A Teacher of Agriculture, Mr. U. E. Wendorff, Nebraska, Reviewing the New Teaching Contract with his Family. (Photo—Gorham)

THIS ISSUE  
Features salaries, tenure, legal obligations and other personal and contractual problems of teachers.



# The Agricultural Education Magazine



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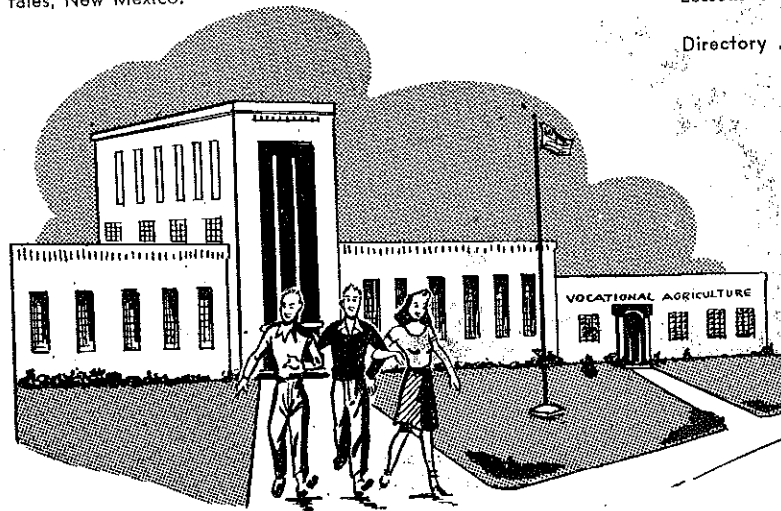
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## Editorial Comment

### Power on both wheels

THERE is real power in the associations of teachers of agriculture. It is a power which can be utilized for two related ends. The improvement of salaries, retirement and other conditions of employment is usually placed first. A second possibility is to use some of this power in the improvement of service rendered. It is possible, of course, to apply the power only in the interests of the former just as it is possible to use power on only one wheel or track of some tractors. The results might be similar—circular travel. Progress towards a goal requires power on both wheels.

No little progress has been made in recent years to meet the need for better salaries. Other contractual provisions have been liberalized. Our associations in some states have taken an active part in making such gains possible. They have attacked different problems. A variety of ways were tried.

We include a number of articles which give a partial picture of the situation and in some cases reveal the role played by the state associations. Continued progress is to be expected in improving the economic rewards of teachers.

The gains are all to the good. To maintain and extend them associations can be just as zealous in working to improve the service rendered. The opportunities are great. The rewards are likely to be enduring. As a professional group the association may direct its power to studies of the teacher's job—the facilities and equipment used for instruction, and others. It can promote the cause of better schools for all the people through committees, and local study groups. Key problems may be discovered and the associations can be a constructive power in keeping education in agriculture on a high professional plane. It is a challenge to us that we keep the power flowing to both wheels.

### I like my job

I AM A TEACHER of vocational agriculture. As such I have sold my services to a local board of education which represents the citizens of my community. This makes me a servant of the people. No one forced or coerced me into making the decision to become a teacher of vocational agriculture. I did this of my own free will and choice. I therefore became a teacher because I thought it was the best thing for me to do. I have never regretted this decision.

I believe teaching and supervising programs of vocational agriculture is one of the most difficult of all teaching jobs. It requires more time, more patience, more sympathetic understanding of human frailties and, if you please, more training and experience to do the job successfully than any other teaching job I know. I say "job" and not "position" because I like it better—it means work, and believe me, a teacher of vocational agriculture has to work. Some teachers may arrive at nine in the morning and grab their hats when the closing bell rings in the afternoon, but not me. This is not my idea of a teacher's job. I spend time after school and at least a half day on Saturdays visiting the pupils out on their farms and giving individual counseling to the young men under my direction.

I do my level best to have no failures in my classes because I recognize there are no failing students. Where failures occur they are mine. My best insurance against failure is the use of the recognized four step method of teaching vocational agriculture: (1) conditioning the learner, (2) teaching the job or activity, (3) performance of the learner under practical situations in terms of instruction and (4) supervision of this performance by the instructor.

Dealing with boys and men is like handling mules; if you want to get the most out of them, treat them fair, firm, and friendly, with emphasis on the friendliness. In return I

(Continued on Page 211)

### The job ahead

TWO recent editorials have focused attention on the problem of providing time for individual instruction. The first, by the editor, included the following statement, "Not until another summer will we have time for intensive work with individuals if our assignments include the high school group." Last month's editorial entitled "Time for Individual Instruction" took exception to the above statement and pointed out ways in which time could be found for individual instruction in departments encompassing the high school group. In part this author said, "It is to be hoped that teachers do not conclude from the statement and from their present schedules that individual instruction is not possible nor feasible during the school year. . . . We have outstanding examples of teachers who have carried on individual instruction in their regular all day classes and have found time to carry on important instruction on the farm."

Regardless of which point of view you hold to be true, you will perhaps agree that this problem of time has become one of major importance to all of us engaged in the several phases of agricultural education. Since this issue features some of the personal problems of teachers of agriculture perhaps it would be of interest to examine the problem from that viewpoint.

#### Job Versus Family

Because most teachers of agriculture are family men, the matter of time has a double significance. In fact, time, from the teacher's point of view, might be divided into two distinct parts; (1) time spent on professional duties, and, (2) time devoted to family living. Upon recognition of these two classifications of time, we instantly observe that a positive relationship exists between the two. Overtime spent on the job results in undertime spent at home and vice versa.

Individual teachers who have persistently over-indulged in long hours on the job can testify as to the results. Among them are homes broken by divorce, unhappy home environments, fatigue, heart disease, discouragement, development of cynical attitudes, and other morale destroying consequences. The influence of morale on professional performance has been fully recognized by the armed services and industry for some time.

Haven't we learned by now that the amount of effective work done with any phase of our program by the average teacher must vary directly with the amount of time allotted to it from our working day schedule? The outstanding examples referred to in last month's editorial illustrate this point. Certainly few people would cite the full-time veterans' instructor who provides individual instruction to his trainees as an outstanding example among veterans' instructors. That is his job and he has been provided with time in which to carry it out. On the other hand, the vocational instructor who succeeds to some degree in providing individual instruction is at once set aside from the norm for the simple reason that he is doing something for which definite and adequate time has not been provided.

#### Our Program Is Cluttered

Why has the problem of insufficient time become as acute as it now is? Ours has always been an expanding program. For every three additional responsibilities which we have assumed, we have never dropped more than one. The program has snowballed from an original concept of all-day classes to the present interpretation, which in many states includes instruction of seventh and eighth grade shop, pre-vocational agriculture, all-day classes, young and adult farmer classes, and veterans courses. The assumption of responsibility for the instruction of these varied age groups

<sup>1</sup>Teachers Our Best Resources, The Agricultural Education Magazine, 22:51, September, 1949.

<sup>2</sup>Time for Individual Instruction, The Agricultural Education Magazine, 22:171, February, 1950.

(Continued on Page 211)

## National association's first annual report

L. E. CROSS, Past President, San Jose, California



L. E. Cross

THE National Vocational Agricultural Teacher's Association celebrated its first birthday and took inventory at the recent annual meeting held in conjunction with the American Vocational Association. Progress reports indicated that much headway had

been made during the past year. Some of the major accomplishments were:

1. Thirty-three states had affiliated with the N.V.A.T.A. during the first year.
2. Over 5,000 teachers of agriculture had joined the association.
3. For the first time, teachers of agriculture were invited to meet with the A.V.A. agricultural research committee. Two of our members served in this capacity and met with a special committee in Washington.
4. The A.V.A. executive committee has been informed of the desire of the N.V.A.T.A. members to change the A.V.A. time of meeting. A survey of the members of A.V.A. is to be made to determine the wishes of all concerned.
5. A committee is working upon Federal Civil Service Retirement.
6. One large concern has granted a commercial discount to the members of the organization.
7. Those who were concerned about the N.V.A.T.A. drawing away from the A.V.A. have finally been shown that such a course of action is definitely not part of the plans of the organization.
8. The professional improvement committee has made much progress and has a fine committee working in this area.
9. A publicity committee is functioning and is beginning to show real progress.
10. A committee is working upon the selection of an insignia for the organization.
11. The N.V.A.T.A. has been invited and has accepted an offer to take an active part in the Agricultural Education Magazine. The N.V.A.T.A. will be represented on the Editing Managing Board of the magazine and will have a special section devoted to its specific interests.
12. Warm reception of the organization by many leaders among supervisors, teacher trainers, and directors has been a big factor in the growth of the organization.
13. Very generous cooperation from

various agricultural magazines has also been of much help and assistance.

Thirty-six states were represented at the annual meeting. Several states indicated their intention to affiliate in the near future. The entire program at the convention was of a high caliber and indicated the continued growth and strength of the association.

One of the highlights of the convention was the first annual breakfast. Mr. Julian A. McPhee, Past President of the A.V.A. was the speaker and outlined the need for, and the possibilities of, such an organization. He complimented the N.V.A.T.A. upon the very fine start which had been made, and

urged every member to work toward a larger and stronger organization. McPhee stated, "I look forward to the time when other sections of the A.V.A. will take a page from your book, and will organize similar organizations to help strengthen the A.V.A."

New officers elected were: Parker Woodul, Portales, New Mexico, President; J. L. Harvey, Loveland, Colorado, New Vice-President for Region II; Maxwell Lampo, Neosho, Missouri, New Vice-President for Region IV; Jess Smith, Lake Geneva, Wisconsin, was re-elected Treasurer. Other officers include the vice-presidents whose terms are not yet expired: Leroy Bunnell, Region I; Neil Johnston, Region III; A. C. Hale, Region V; and C. W. Seabold, Region VI.

The above vice-presidents, president, and treasurer, together with the past president, make up the executive committee for the ensuing year.

## Lines of progress

THE future of the teaching profession in the public schools is interrelated with the conditions of employment reviewed in this bulletin. Qualifications for admission to teaching, salaries, contractual status, provisions for sick leave, disability benefits, retirement income—improvements in these will be reflected in teaching, through greater competence, relief from uncertainty, increased self-respect and sense of status, and greater freedom of spirit for rendering the best possible service to childhood and youth.

### Admission and Levels of Preparation

College graduation, or its equivalent in four years of college study, is a minimum requirement for public-school teaching that has been met by the majority of today's teachers, although there are many exceptions. Partly as a result of urging by the organized profession, nearly all of the states now set this requirement for the issuance of regular certificates. Preservice education of a new quality, covering five, six, or seven years, will be demanded increasingly. Classroom teachers and administrators in service need a continuing series of clinical and laboratory experiences for the mastery of new professional materials.

More and better education for teachers is needed. New studies in human behavior and human relationships, new discoveries in the physical and biological sciences, new evaluations in art and the humanities, new mediums of communication, a new orientation in geography and political science, new insights into processes of teaching and learning—all of these recent developments should be reflected in the services rendered by teachers. At the same time the heritage of centuries of human experience needs to be made part of the life of each new generation.

From, *Teachers in the Public Schools*.  
\*National Education Association, Research Division, Research Bulletin, Volume 27, Pages 158-159.

### Number of Teachers

The number of teachers probably will exceed one million within another year or two. The number should increase, not only to take care of the greater number of pupils who will be enrolled but also to give a greater degree of individual attention to all pupils. Fewer pupils for each teacher will continue a trend that has existed for the past half century.

Additional instructional personnel is needed not only for smaller classes but to facilitate classroom teaching. Librarians, counselors, curriculum workers, and full-time principals are typical of this demand.

### Teacher Demand and Supply

More teacher-education candidates are needed, particularly in the elementary-school field where emergency certificates are most commonly found. There should be continuous studies of trends in birth rates and school enrollments as a basis for guidance to teacher-education candidates. An oversupply of teachers in any field is to be deplored as greatly as an undersupply. Careful annual studies on a state basis, followed by appropriate steps to balance supply and demand, are the imperative need.

### Contractual Status

It was not until World War I that the employment of teachers was to any extent regulated by state legislation designed to provide some security against dismissal for political, religious, or capricious personal reasons. Tenure legislation was an innovation when tried in 1909 by New Jersey; little progress, however, was made until the 1930's. During this decade state after state enacted laws limiting or defining the conditions of teacher employment.

In the last ten years the trend has been toward strengthening legislation for the employment of teachers. Some spring-notification continuing contract laws have been amended to provide tenure protection and some laws of

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## Alert organization serves Hawaii teachers

FRED B. RUSSELL, Teacher, McKinley High School, Honolulu, T. H.

HAWAII teachers of agriculture are invariably 100% members of the Hawaii Educational Association and the National Educational Association, in addition to being members of their own professional organizations—The Hawaii Vocational Association and the National Vocational Association.

Much value has been derived from being members of these organizations. However, to further strengthen special interests, the teachers of Hawaii have organized the Territory of Hawaii Ag Teachers' Association, which is three and a half years old.

The organization is divided into four chapters, each major island constituting a chapter.

Every chapter holds regular meetings, usually once a month. At these meetings the exchange of ideas, the discussion of mutual problems, and the keen spirit of comradeship are invaluable. Occasionally a picnic or a dance is held, where the families are included in a fine get-together.

Officers of the association are:

Territorial President.....Fred Russell  
Territorial Sec'y-Treas.....Maurice Kong  
Oahu Vice-President.....Peter Nakano  
Oahu Sec'y-Treas.....Mike Yamaguchi  
Hawaii Vice-President.....Sandy Sumida  
Hawaii Sec'y-Treas.....Jack Yoshimura  
Maui Vice-President.....Jim On  
Maui Sec'y-Treas.....Kenneth Kawa'e  
Kauai Vice-President.....Tadashi Ikeda  
Kauai Sec'y-Treas.....Hartwell Blake

Vice-Presidents are Presidents on their respective Islands.

In view of the accomplishments already achieved, many of the members are wondering how they ever got along without their organization.

The need for such an organization was felt long ago, especially during the war years. The teachers felt that they needed much data for conducting O.S.Y.A. classes and for other additional duties necessary for the speeding up of production.

### Develop Teaching Materials

Perhaps the most valuable function of their organization has been the development of professional improvement activities and the development of teaching materials and techniques. Hawaii's program does not provide for research workers and subject matter specialists in the office of the education staff. The teachers themselves have undertaken to form subject matter groups for the development of teaching materials.

Approved practices for all jobs in each enterprise taught have been developed by the group, each individual was assigned to work on certain enterprises.

At present, a curriculum committee is coordinating the development of teaching materials.

## Professional

B. C. LAWSON

R. H. TOLBERT

### Teachers Participate In Determining Salary Schedule

During the war years and immediately after the war, the cost of living had soared so high that the entire salary schedule had to be adjusted. What was a fair salary for the teacher? The supervisory and administrative staff was in there pitching for the teachers but the greatest effort was made by a group of teachers who made a thorough study of the case and presented the facts. The School Commissioners and the Territorial Legislators were convinced. As a result, a not too unsatisfactory salary schedule was worked out. Surely, this goal was reached as a result of a well organized group effort.

### Active Legislative Committee

The chairman of this committee is a member of the Hawaii Educational Association's Legislative committee.

The teachers are cognizant of the fact that the Hawaii Educational Association has been a great help in furthering their cause.

### Job Security Enjoyed By Hawaii Ag Teachers

Hiring and dismissal of all teachers in the Territory is done through a centralized educational system in the Territory.

If a teacher is once employed he can feel certain of continuous employment so long as he can perform his duties and maintain high moral standards. It can be said without reservation that Hawaii teachers, as well as teachers of agriculture throughout the rest of the United States perform their tasks in a manner beyond the call of duty.

### Monthly Magazine

Teachers invariably have been too busy to let people know what they're doing. Also, modesty is a characteristic make-up of the true producer. The teachers decided that these two traits must be overcome. The secretary for the organization is paid a small sum to do a huge amount of public relations work. An important project is the publication of a monthly Teachers' Magazine, which interestingly describes professional service and recreational activities of the members.

If one member of the group hears of something new in farming it is conveyed to other members through this magazine. All members are urged to contribute articles for publication in this official organ. It is also a good means for selling or exchanging of items. All staff members of the Department of Public Instruction, all school commissioners

and all principals of schools having departments receive copies of the magazine.

Misunderstanding can arise only when there is lack of information. Keeping other school officials informed is a prime requisite for harmonious relationships and the Teachers' Magazine is accomplishing that.

### Proposal

An item which teachers in Hawaii wish to have put into effect and which probably must have nation-wide application is: including a subject matter specialist on the staff of all state offices.





Officers of the Arkansas Vocational Agriculture Teachers' Association, left to right, seated, are W. W. Haynes, Brinkley, President; Sid Purtle, Prescott, Vice-President. Standing left to right, C. R. Wilkey, Little Rock, State Supervisor; Little Riddling, Waldron, Secretary and, Raymond Hinkley, Parkin, Treasurer. They represent a total of 95 years of service to vocational agriculture in Arkansas.

## Arkansas vocational agriculture teachers' association

W. H. Haynes, (President), Teacher, Brinkley, Arkansas

THE Arkansas vocational agriculture teachers' association was organized in the fall of 1947 at the annual Arkansas education association meeting when the teachers of agriculture held their sectional assembly.

Four members of the organization of teachers were elected as officers: president, vice-president, secretary and treasurer, one from each of the four Arkansas districts. Each district also elected one board member.

The organization was set up for each officer to serve three years on the board after his term of one year as an officer expired. Each year when the new officer is elected from the district the retiring officer goes to the board and serves three years as a board member. This gave eight members of the organization to transact the association's business in 1947-48, twelve in 1948-49, and sixteen in 1949-50. Next year when the officers are elected the senior board member will retire and each year thereafter when the four district officers are elected, there will be four members retiring from the board, one from each district.

The Arkansas association was instrumental in organizing the National Association of Vocational Agriculture Teachers in December, 1948. At this organizational meeting A. C. Hale of Camden, Arkansas, a board member of the state association, was elected First Vice-

President of the National Vocational Agriculture Teachers Association.

The business of the organization is transacted in board meetings and approved by the whole organization. Usually from three to six board meetings are held each year to take care of matters as they arise. In 1949, for the first time, a whole afternoon session of the annual state conference of instructors was given over to the business of the association at which time the officers for the coming year were elected.

Some of the accomplishments of the association since its organization three years ago are: (1) More coordination between the state department of vocational agriculture and the teachers; (2) Secured special rates with an insurance company on a sickness and accident policy for teachers of agriculture; (3) Obtained a card from The Firestone Tire and Rubber Company which carries a good discount on items purchased from one of its stores, and (4) Collected contributions for teachers who have had misfortunes or sicknesses and could use some financial assistance.

*Program Planning Book For Local Associations*, is the title of a 31 page mimeo issued by the National Education Association. Officers and committees of State Associations of teachers of agriculture may find it to be a helpful guide in planning and discharging their duties. —Editor

## Teacher-welfare problems

C. R. WILKEY, Supervisor, Arkansas

TEACHERS of vocational agriculture and workers, operating in state associations and in annual state conferences, form a bond of fellowship and unselfish interest in the welfare of each other. In Arkansas the teachers meet during the annual state conference. Staff members are honorary members and are invited to attend meetings. The state supervisor serves as unofficial adviser.

Each year for the past three years a personal calamity has befallen one of the Arkansas teachers and each year a donation of \$800 to \$1,200 has been made to an unfortunate member of the group, on appeal of a fellow teacher. The teachers have carried a group life insurance policy with death benefits of \$2,000 and no accrual benefits, through the State Board of Vocational Education. Only three claims have been paid, the first of which was the state director. The latter two cases were contestable since the teacher had dropped the policy and left the program. However, on account of a permanent disability premium waiver clause, the company chose not to contest the claim. The group now has a cash reserve of \$10,000 with the company on which the company has no recourse. In addition the dividends are such that a flat payment of \$10 per annum has taken care of the annual premium without cutting into the cash reserve.

A teacher welfare committee of the Arkansas Vocational Agriculture Conference has been giving serious consideration to working out some plan of establishing annuities to supplement the State Teacher Retirement Program which as one teacher put it, "may keep a teacher from starving, but merely enables him to starve more slowly." The writer is of the opinion that this is too large a problem to handle on a state basis, but might be handled on a national scope in a manner similar to provisions for college teachers.

The Teachers Insurance and Annuity Association of New York City covering college teachers, was endowed by the Carnegie Foundation and operates on a non-profit basis. A committee of the National Agriculture Teachers Association or the A.V.A. might well investigate possibilities of being included in the operations of the company named or securing a special endowment for such a purpose.

Apparently it has not been found possible or practicable up to the present to include vocational teachers under U. S. Civil Service provisions but a plan for annuities might be desirable. The vocational teachers tenure, professional characteristics and salary scale would make them a desirable group for such an operation.

### CORRECTION

The article by W. I. Myers in the February number, p. 189 was from Farm Economics, September, 1949 issue, not 1948 as reported.

## Illinois salary study A Committee\* Report

\*Committee: Walter Baysinger, Teacher, Streator; I. L. Brackensiek, Teacher, Quincy; Robert E. Murphy, Teacher, Vandalia; George W. Doak, State Office, Springfield; Leo L. Knutti, Agricultural Education Department, University of Illinois.

ARE teachers of vocational agriculture getting satisfactory salaries? As compared with other teachers in their respective schools, are they getting a commensurately higher level of salary considering the difference in size and scope of job? These questions led the Illinois Association of Vocational Agriculture Teachers to appoint a salary committee to study the question. It was recognized that teachers' salaries had "just grown up like Topsy" and many teachers of agriculture felt that the difference in salaries for other teachers and themselves fell far short of representing the difference in the jobs. A questionnaire was devised to study five phases of the problem.

1. What is the present salary situation?
2. What does the teacher of agriculture think of the present situation?
3. What do the teachers think causes the present situation?
4. What would be a feasible way of calculating a fair salary?
5. What might be done toward securing fair salaries for teachers of agriculture?

One hundred eighty-two, or about 40 per cent of the teachers of agriculture returned the questionnaires pertaining to their 1948-49 salaries. Some of these were filled out only in part. The replies were received from departments evenly distributed over the state. The 168 teachers reported salaries which averaged an even \$3,900, not counting income from evening school, part-time school or veterans classes. This average which included a range of \$3,100-\$5,000 was just a few dollars more than the average of all 466 Illinois teachers of agriculture. So, it was felt that the replies received were representative of the whole state.

The salaries of the 168 teachers classified by years of service average as follows:

Years Teaching	No. of Teachers	Average Salary
1-5	78	\$3,662
6-10	37	3,893
11-15	23	3,990
16-20	18	4,236
21-25	8	4,229
26-30	4	4,289

Forty-two of these teachers with Master's degrees averaged \$4,143, while those with Bachelor's degrees averaged \$3,821, a difference of \$322.

Many teachers received an insufficient travel allowance, some none, which has the effect of adjusting their net salary downward. Ninety-five teachers reported from \$50 to \$600 flat rate allowance averaging \$264. And, 47 more received

an average of \$0.054 per mile with miles traveled not indicated. The travel allowance that 151 teachers found they needed averaged \$318.

Space was provided on the questionnaire so that a comparison could be made between salaries for teachers of agriculture and the average salaries of other men teachers (not including coaches' differentials) or the 9 months salary bracket of the teacher of agriculture if his school were on a salary schedule. In this comparison 139 teachers were able to furnish the necessary figures. After adjusting some of the salaries for insufficiency of travel allowance, the teachers averaged \$3,762 while the other men teachers in these same schools averaged \$3,189, a difference of \$573.

Now how big was the teachers job? The 139 teachers reported working an average of 410 hours beyond the school day on week days and 172 hours on Saturdays or 582 hours during the school year. It is recognized of course

a. Part of a flat sum indiscriminately arrived at and without much planning to make it correlate with the size of the job.....	97
b. By this formula or part of it	After school hours and Saturdays { Flat cash differential..... 8
	{ Decreased school day load..... 3
c. Summer Work	{ Proportionately more, ratio of months in school year to 11 mo.... 29
	{ Proportionately more, ratio of months in school year to 12 mo.... 30
c. Some other method	(Miscellaneous) ..... 4

### What Do The Illinois Teachers Think Of The Salary Situation?

Do you feel you are getting as much as you should compared with other teachers in your school considering the size and scope of your job and time required?	Yes 57	No 116
How much more do you think you should have?		
Salary (average of 108 teachers answering).....	\$450.00	
Travel (average of 66 teachers answering).....	185.00	
Do you think the situation is serious enough that:		
a. You are concerned about it in your own case	Yes 85	No 63
b. You are concerned about it as a state problem	Yes 103	No 33
c. You think the state association should be active on the problem	Yes 120	No 26

What, in your opinion, keeps you from getting what you thing you ought to have?		
a. Insufficient publicity locally.....	23	
b. Insufficient public relations.....	11	
c. Attitude of the principal.....	59	
d. Resistance of school board.....	66	
e. Feeling of the faculty.....	64	
f. Conservatism of the community.....	31	
g. Financial condition of school.....	62	
h. Your sideline income.....	5	
i. Your inadequacy on the job.....	2	
j. Other (miscellaneous).....	19	

Do you feel that the size of your job and the extent of time and effort invested by you is really known by:

a. Your principal	Yes 106	No 61
b. Your school board	Yes 61	No 109
c. Your community	Yes 56	No 112
d. Other teachers	Yes 41	No 128

Income from "sideline activities" was not given much importance in above table—of 177 teachers, 116 had no such income, 48 had small income and only 13 had substantial.

### How much vacation do you generally take during the year?

a. One summer month	38
b. Part of summer month plus school year holiday holiday vacations altogether totalling one month.....	44
c. One summer month plus school year vacations.....	35
d. Less than one month total vacation.....	60

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## Employment conditions and benefits

for teachers of vocational agriculture in Indiana

RALPH R. BENTLEY, Teacher Education, Purdue University



Ralph R. Bentley

PROBABLY at no time in our national history has greater attention been given to the personnel problems of that portion of our population who work for salaries or wages. Along with the personnel problems of others those of the teachers have received considerable attention by various national, state and local groups and in many instances definite steps have been taken in an effort to make the teaching profession more attractive.

The Indiana state legislature in recent years has enacted laws which materially affect the status of teachers of vocational agriculture with respect to certification, salary, tenure and retirement. The principal features of each of these factors are as follows:

### Teacher Certification

Teachers of vocational agriculture in Indiana must (1) have a degree of Bachelor of Science or Bachelor of Education with a major in agriculture from a Land Grant College, (2) have credits in professional subjects or their equivalents as required by the institution approved for training teachers of vocational agriculture. Upon completion of this work the teacher is granted a provisional license which is valid for five years. Obtaining any subsequent regular license is dependent upon the acquisition of twelve semester hours of graduate credit not later than five years following the issuance of the provisional license. The twelve hours of graduate work must include six hours of agricultural education and six hours of technical agriculture secured in a Land Grant College. It might be added that most teachers in Indiana work on a pro-rated basis, that is they teach some other high school subject such as biology in addition to agriculture.

### Teacher Salaries

The 1949 Indiana State Teachers Salary Act may be summarized as follows: (1) The minimum salary scale for teachers who have completed four years (144 weeks) of professional training ranges from \$266.63 to \$347.25 per month, the latter amount being reached with sixteen years of experience. After September first, 1950, teachers seeking to qualify for the first time under the four-year salary schedule may be required to have the Bachelor's degree. (2) The minimum salary scale for teachers who have completed five years (180 weeks) of professional study including the completion of the Bachelor's degree ranges from \$266.63 to \$422.25

per month, the latter amount being reached with twenty-four years of experience. After September first, 1950 teachers seeking to qualify for the first time under the five-year salary schedule may be required to have the Master's degree. (3) Each teacher shall be entitled to be absent from work without loss of compensation as follows: (a) On account of illness or quarantine for a total of seven days each year. (b) Sick leave not used shall be accumulative to a total of sixty days. (c) For death in the immediate family for a period extending not more than five days beyond such death. (d) For two weeks vacation each year. (e) For full-time study in college for a period of three weeks each year. At the present time, with the strong demand for teachers of agriculture the minimum salary law appears to have little or no effect on their salaries; however, the law is playing a part in determining the salaries of the more experienced teachers.

### Teacher Tenure

Any teacher in Indiana who serves under contract in any school city or in any school town corporation for five or more consecutive years and who shall at any time after enter into a contract for further service with such corporation shall become a permanent or tenure teacher of such corporation. The teacher

tenure law does not apply to township schools which employ many teachers of agriculture.

### Teacher Retirement

Teachers who have completed thirty years of service are entitled to a maximum basic annuity of \$1,200. Of this amount an annuity of \$700 is provided and purchased for the teacher by the state of Indiana. The additional \$500 to which the teacher will be entitled upon the completion of thirty years of service will be determined by the amount of basic annuity purchased by the teacher through payments made by the teacher and by interest accruals. In order to qualify for any annuity a teacher must be fifty years of age and must have taught at least twenty years in the public schools. Provision is made in the retirement law for the purchase of additional retirement benefits in the case of teachers who continue to teach after the completion of thirty years of service. Teacher disability is provided for in the Teacher Retirement Fund Act as follows: (1) Teachers who have more than ten and less than twenty-five years of teaching service credit in Indiana are entitled to disability benefits of \$600 annually. (2) Teachers who have more than twenty-five years of teaching service credit are entitled to disability benefits of \$800 annually. (3) Teachers who have twenty-seven and one-half years of teaching service credit may be granted disability benefits and may receive service credit under the Retirement Fund Act, providing the teacher shall pay the regular assessments so as to complete thirty years of service credit.

## Tenure

JUAN ROBLES, Teacher Education, Puerto Rico

PREPARING teachers so that they will enjoy the profession as their life career is a much coveted objective. To accomplish this goal, it is very desirable to get an insight into the forces attracting teachers to and away from the job. With this last premise in mind, a study was made to find the causes of teacher mortality in Puerto Rico. Questionnaires were sent to former teachers and to teachers in service inquiring about their reasons for leaving or staying.

The reasons offered by former instructors for leaving may be classed into eight main divisions in the order of importance offered below:

1. Low salaries paid.
2. Misunderstanding between teachers and their superiors.
3. The influence of the community where the schools were established.
4. The apparently heavy load of the vocational agriculture work.
5. Lack of optimum facilities for professional improvement and promotion.
6. Some teachers' disagreement with the philosophy of the vocational agriculture work.

7. The teaching personnel; and
8. Miscellaneous.

Transferred against will, poor health and too much work required were the items included under miscellaneous.

Teachers who stayed in the job consulted as to their motivation for entering the profession offered four main reasons:

1. It was their vocation.
2. They received decent salaries.
3. It offered them an opportunity for professional improvement, and
4. It meant security and an interesting job.

The answers to the question why did they not abandon their positions when offered more remunerative ones showed that three-fourths of the teachers preferred teaching to any other profession. The other reasons offered were in order of importance:

1. They had interests in their communities.
2. The jobs offered were not permanent.
3. The salary increments did not justify exploring a new field.

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## Teachers face special problems

Legal aspects of F.F.A. chapter activities

A. W. TENNEY, National Executive Secretary Future Farmers of America



A. W. Tenney

THE Future Farmers of America organization has made a remarkable record of achievement since it was organized in 1928. The organization has increased its membership, number of chapters and scope of program in a most satisfactory manner. The rapid growth of chapter activities led to an expanded program of service and co-operation. Chapters have been encouraged to conduct such activities.

From a small beginning some chapters now are extensively engaging in co-operative economic activities involving many thousands of dollars. Machinery is cooperatively owned by some chapters in amounts totaling more than \$15,000. Some chapters own large farms. One chapter last year reported assets of approximately \$45,000 which had been earned through cooperative effort.

As these and other activities have been expanded a number of serious legal problems have confronted the F.F.A. adviser and the local chapter. Our zeal for expanded F.F.A. activities may have caused disregard for precautions that should be taken to protect the school, the chapter, the teacher, and the students from possible liabilities in cases of accidents or economic losses.

Two years ago the Pacific Regional Conference of state supervisors of agricultural education discussed this problem and requested that the office of the Executive Secretary undertake a study to determine the significance of some of these legal problems and make suggestions as to their proper solution. A committee composed of Mark Nichols, Director of Vocational Education, Utah; James L. Robinson of the Farm Credit Administration, U. S. Department of Agriculture and the writer have been working on this assignment for more than a year. An attempt has been made to determine the major problems which teachers and F.F.A. chapters are facing. Some of these have been solved; others have not. As we consider the problem of legal aspects of F.F.A. chapters, we must give thought to the following major areas.

### The Relationship of the Local F.F.A. Chapter to the Public School

The local chapter of Future Farmers of America is recognized as an integral part of the school system. The local board of education is administratively responsible for the educational program within its district which is conducted in compliance with state law. The local F.F.A. chapter is responsible to the principal and superintendent of schools and to the school board in the same

manner as is the athletic club or the music club.

Letters were written to the Attorney Generals of the States to determine state laws and rulings which affect the activities of F.F.A. chapters. In replying to this inquiry, Chester Robbins, Assistant Commissioner of Education of the State of New Jersey said, "If a school board, by action of the board, recognizes the Future Farmers of America as a school organization and approves its activities, the teacher assigned by the board to direct the activities of the organizations is protected against financial loss as long as he keeps the activities within the scope of the board's approval. There would be a legal connection between the local school board and the organization."

Since state laws vary it is necessary for each state association to check on the state laws which affect this relationship.

### Providing Facilities for the Use of Voc Ag and F.F.A. Members

It is the opinion of the writer that it is a responsibility of the school board to provide facilities which may be used by classes in vocational agriculture for conducting educational activities. The advisability and desirability of permitting F.F.A. members to conduct economic cooperative activities for personal or chapter profit on property owned by the school board must be determined by the school board. Some individuals who have studied this problem carefully believe that a Future Farmer chapter as such can not legally own property. The property reported as cooperatively owned by chapters in most cases probably legally belongs to the board of education and is operated by the chapter either with the consent, or in some cases without the knowledge of the board members. It may be expedient and desirable for local F.F.A. chapters to provide a medium through which Future Farmers may conduct economic cooperative activities for personal profit. It may be advisable to form a corporation or cooperative which is separate and distinct from the F.F.A. chapter. If this is done in most states the incorporators will have to be adults. There are only a few states where minors may form a corporation.

### The Teacher's Ethical and Legal Responsibility to Chapter Activities Operated for Economic Gain

The teacher is in a vulnerable position with respect to economic, cooperative projects and activities of the chapter. He should keep the board informed of the chapter activities and have the board's written consent to carry on any and all economic projects and activities. He should at all times exercise care in instructing and warning his students in regards to safety precautions, the management of the projects and the handling of money. He should not

assume responsibility by signing promissory notes for so-called chapter owned equipment.

### Personal Liability

The teacher should investigate carefully to see that he and the F.F.A. members are adequately protected. Since many of the worthwhile activities of F.F.A. chapters require outdoor activities some of these are of a hazardous nature. The operation of tractors and other machinery may lead to serious accidents. Any person operating a machine is personally liable for damages and injuries to others resulting from his own negligence regardless of his age or ownership of the machine. This liability if converted into a judgment against a minor could be carried along for years until he accumulated property or received an inheritance to satisfy the claim. The owner of a machine or other party having control of it may be liable under certain circumstances for personal or property damages caused when the machine is operated by another. A chapter generally is not liable for personal injuries to a member or other operator when the operator's own negligence contributed to the injury. There are, however, variations in state laws on degrees of negligence. Incompetency of the operator of the machine would make the chapter liable. F.F.A. chapter funds can be levied on for damages whenever the chapter is liable regardless of whether or not the chapter is incorporated.

Unincorporated F.F.A. chapters are in the position of partnerships with all the members as partners each severally and jointly liable for claims against the property owned by them.

Ownership of property by incorporated chapters or the school board removes the individual responsibility of members as partners but not the personal liability of the one operating.

### Reducing Accidents and other Hazards

Some teachers have found very practical methods of reducing the hazard relating to the operation of F.F.A. chapter cooperatives. They have developed a practical training program that provides essential instruction and participation under supervision before boys are permitted to operate tractors and other machines by themselves. Some very practical operational tests have been developed that will enable the instructor to determine the ability of the boy to operate machines safely. Such tests and related instruction should be given wherever helpful.

### Liability Protection

Letters were written to the National Bureau of Casualty Underwriters and to a number of insurance companies to determine their suggestions as to the proper protection of teachers and students.

A few states are carrying insurance policies to protect their teachers. Howard M. Starling, Manager of the National Bureau of Casualty Underwriters stated in his letter to the writer that, "legal liability insurance for teachers of vocational agriculture can be

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## Future Farmers of America

H. N. HANSUCKER

### Planning an F.F.A. summer trip

WILLIAM K. GAMBLE, Graduate Student, Iowa State College



W. K. Gamble

AT the present time there is much interest in Future Farmers of America summer trips. New instructors may be confronted with the responsibilities of these trips without much information concerning them. It is mainly for these instructors that this article is written.

These F.F.A. summer trips may be divided into three categories: (1) educational, (2) recreational, and (3) combination educational and recreational. Consideration will be given to the combination educational and recreational trip as it seems to be more popular and more likely the one to be taken.

#### Initial Planning

In order that a minimum of time may be taken from the classroom for the planning of the trip, the initial plans should be made four to six months prior to departure. This will allow time for all necessary preparations without too much distraction from other school activities.

First, the dates which are agreeable to the majority should be set up for the trip. It is important that these dates be set first as the time of year will influence the selection of an area to visit. Next comes the all important matter of selection of committees. In the establishment of the committees definite details of their responsibilities should be made known. Much will depend upon the instructor as to the extensiveness of student planning. It would seem that a project such as this could be planned almost in its entirety by students under the counsel and guidance of the instructor. The leadership training possibilities are almost unlimited.

#### Committees

Some suggested committees and suggested activities are as follows:\*

##### Finance Committee

1. Contact one or more of the following for assistance in setting up the bookkeeping procedure: high school bookkeeping instructor, local banker, local accountant.
2. Estimate the budget listing all items with estimated expenditures for each.

\*Space did not permit printing all suggestions offered by the author. All suggestions for committees on follow-up, recreation, and photography were omitted.

3. Determine how the trip is to be financed.

##### Insurance Committee

1. Invite local insurance representatives to talk to the group on insurance.
2. Select a group or individual insurance plan if desired.
3. Make certain the transportation equipment is adequately insured and the insurance will be honored in all states.

##### Publicity Committee

1. Prepare articles for school and local papers concerning the known details of the trip in the early planning stage.
2. Have follow-up articles for local paper as plans progress.

##### Route Committee

1. Select several areas which will provide variety and interest, and then have the group as a whole select the one to be visited.
2. Select a rather varied list of points of interest with some details concerning them in each area with the possible road routes and mileages.
3. Present this information to the group for final approval of proposed area and points to visit.
4. After the places to be visited have been selected, all places not having regular visiting schedules should be contacted by mail for permission to visit and arrangements for a rather definite date with approximate time of arrival.

##### Supplies Committee

1. List all supplies needed for camping and cooking, if this is to be done, and recreational activities.
2. Obtain from the school, or other sources, the cooking and camping equipment that may be borrowed.
3. Make a suggested list of clothing, and place a maximum on allowable baggage per person.

##### Transportation Committee

1. Arrange for transportation.
2. Make out written agreement as to financial arrangement and exact services required for transportation.
3. Secure credit cards if they are to be used.
4. See that all transportation equipment is in good repair.

##### Food Committee

1. Contact home economics instructor for assistance.
2. Prepare menus and determine quantities of food needed for the trip, keeping in mind:

- a. Dietary needs
  - b. Time and equipment needed
  - c. Probable temperature and humidity
3. With approval of the finance committee, purchase staples prior to departure.

#### General Finance Information

The finances for a summer trip may be obtained from the chapter funds, from a class within the chapter, from individuals within the chapter, or from organizations outside the chapter. It might be well to have at least a portion of the funds, if not the entire sum, arise from individual members. A keener sense of participation would then be felt. The budget committee in setting up the budget should make certain that sufficient funds are available. If individual members are contributing it should be kept in mind that it is better to have some funds remaining to be refunded at the end of the trip, rather than making further collections at that time.

If expenses enroute are to be paid from one group fund, and the trip is to extend over a few days in length, it would be well to divide the responsibility of treasurer's duties. The bookkeeping system should be set up early in the planning and kept up to date. Receipts should be kept enroute, as well as before departure, for all expenditures. Strong envelopes may be carried by the treasurer and the receipts filed in these as they are obtained. A few minutes each night should be spent making necessary entries in the books. The treasurer should be relieved of other duties enroute.

#### General Route Information

The route committee should be concerned mainly with the educational points of interest, leaving items of recreational nature to the recreation committee. Of course, the two committees will have to work closely together so that the best possible combination of educational and recreational activities may be obtained. The committee may obtain information concerning various areas from many sources.

#### General Information Concerning Student Government

Much will depend upon the individuals making the trip as to what government procedure is to be followed. If the entire chapter is to make the trip then the chapter officers might act as the governing body. Especially elected officers might be used. It should be the duties of this group, however set up, to delegate the individuals of the group to specified tasks in the trip, such as; cooking, cleaning up, and setting up camp and to see that there is equal distribution of such tasks with frequent rotation.

#### General Health Information

Although the apparent health of all individuals who are to make the trip is good, it should be an absolute requirement that a doctor give each boy a physical examination. In addition,

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## Music in the chapter

ROBERT D. PATTEN, Adviser, Waverly, Iowa



R. D. Patten

Music for F.F.A. members is not sissy stuff, but it is a significant step in developing appreciations and abilities that may be used in the home and community.

Music has its place in the local chapter as well as district, state and national conventions. You can use music for teaching agricultural citizenship, even though you are not a musician. The experience of assisting in organizing and taking part in a program will help give a greenhand confidence and initiative. More than just initiative at organizing is required. The boy must be given experiences which will develop citizenship. The boy must develop abilities that can be used in the home and the community.

#### Initiation Ceremony

In the Waverly chapter, the F.F.A. greenhands were initiated at the October meeting. They were asked by the chapter farmers to furnish the program as part of their initiation. The greenhands accepted the challenge, and they proceeded to elect officers for a Junior F.F.A. The newly elected executive committee appointed committees for the program. Committee members were a little puzzled as to what would make up a program. As members related their visits to other programs, singing seemed to be a part of many programs.

No one had ever tried singing any of the F.F.A. songs in the back of the manual, so we sang for about ten minutes during that class session.

Students liked the idea of singing. It gave a variation from accepted classroom procedure, and it gave the boys a sense of cooperation. Everyone was willing to cooperate, so the help of the vocal music instructor was acquired. The group spent only thirty minutes practicing two songs for their program. It was surprising to find that three of the group volunteered to lead the singing.

The boys presented their program after their initiation ceremony. It was not a perfect program when compared to programs by older boys, but the boys sang and the dads and other boys sang with them.

#### Reactions

The important feature was that everyone participated under leadership of a greenhand. This was the first time that any of these boys had helped plan and carry out a program. It was the first time they ever tried singing as a group.

There were mixed reactions from the chapter farmers. Some called it sissy

stuff, but others stated that it indicated what was needed by F.F.A. members.

These greenhands had experience in leadership cooperation and character building. They have a healthy attitude toward the F.F.A. songs.

During the coming year the recreation committee plans to have boys group together for instrumental numbers at some of the meetings.

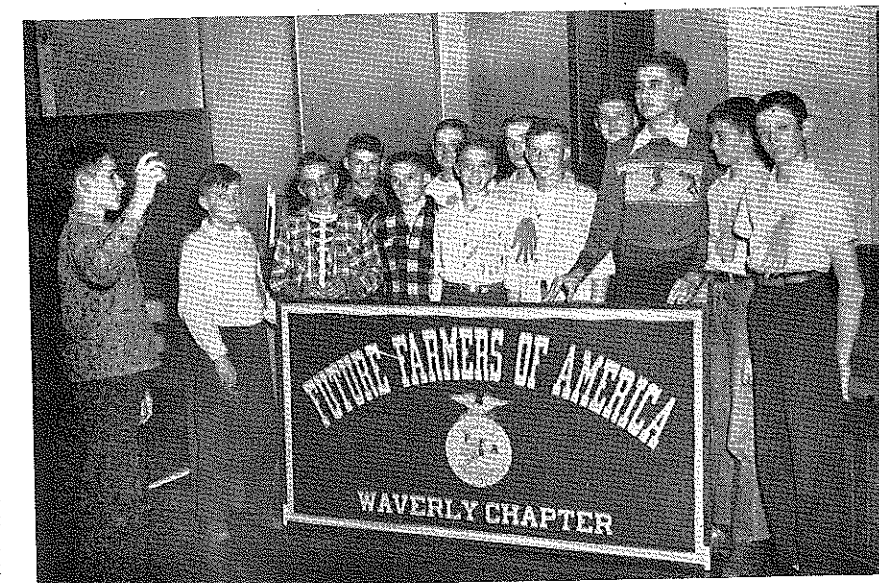
The instructor is in no position to train talent, but he can secure boys to organize existing talent. Boys may be encouraged to sing in glee clubs or to develop an F.F.A. quartet. An F.F.A. quartet is ideal, but abilities must exist and proper attitudes toward music must be present with the boys.

Music may be used to an advantage at district leadership schools for officers and other members. Ask the group for song suggestions. Vote on the choice of a song.

By this questioning and introduction, you have a basis for discussing agricultural citizenship. Point out to the group that they needed to know what to sing, they needed cooperation even though some preferred another song. It would be an appropriate time to have on display the F.F.A. citizenship banner and present a related discussion.

This method was used at a Northeast Iowa F.F.A. Officers Training School. We really had enthusiasm and some lusty singing because the novel is interesting.

We are living in an accelerated era. The fast pace of living is a sound reason for giving music a place in the chapter. Music has always been a part of rural American life. F.F.A. members are part of rural America. They need abilities and appreciations for music in building future homes.



A group of Greenhands from the Waverly Chapter F.F.A., putting on a song fest as their part in an initiation ceremony.

## Planning an F.F.A. summer camping trip

(Continued from Page 202)

typhoid shots should be required, and possibly tetanus shots. The necessity of a good physical examination cannot be over-emphasized as a precautionary measure. Anyone with heart trouble or other serious physical difficulties should be discouraged from making the trip, but if allowed to make the trip they should be cautioned concerning over-activity and closely supervised.

#### General Information About Specimens To Be Collected

It may be advisable to establish a committee to take care of collected specimen materials. However, since some states will not allow certain plants and materials to be transported across their borders such a committee has not been here proposed. Certainly, though, the possibility of the collection of certain specimen materials for either individual or chapter use should not be overlooked.

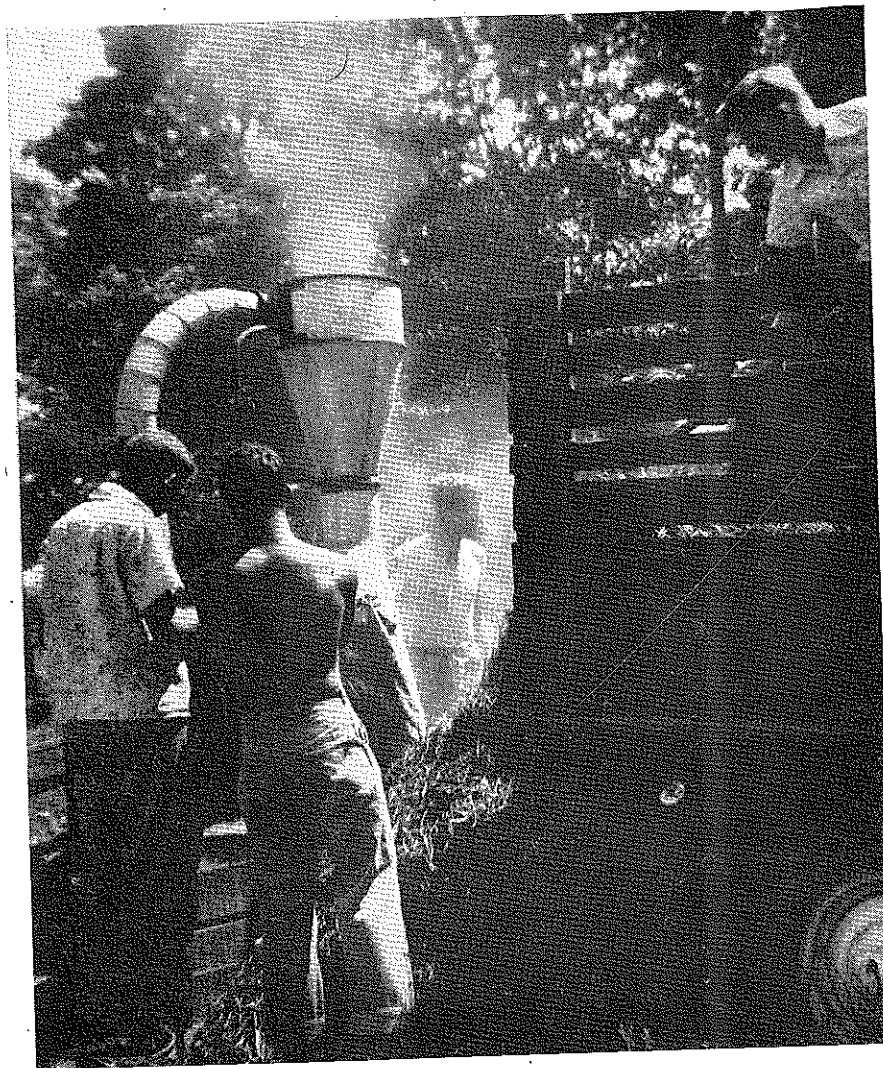
#### Information to Parents and Instructor Precautions

Prior to departure time it would be well to have a meeting of the parents of the participants of the trip to go over details of the trip and to answer any questions. At this meeting the subject of waivers of responsibility could be brought up. The instructor should have a waiver of responsibility and a permit for the boy to make the trip signed by the father and mother or guardians of each participant.

If a meeting cannot be held or if some parents do not attend, they should be contacted personally. If this is impossible then they should be contacted by letter.

Well in advance of the trip mimeographed information should be in the hands of the parents as to the route and mail stops with instructions on addressing mail.





Grinding feed with the chapter owned feed mill.

## Community services by the F.F.A. chapter

JOHN E. BALDWIN, Adviser, Florala, Alabama



John E. Baldwin

COMMUNITY service is the backbone of an active F.F.A. chapter. If for no other reason, an F.F.A. chapter could be justified if it provided a needed service not already provided to the farmers in the community. In many rural areas the F.F.A. chapter is the closest contact between the farmers and up-to-date farming methods. The F.F.A. chapter is the one of the first to get modern equipment and machinery. The field of community service that could be offered by a chapter is vast. Like farming itself, its scope is unlimited.

It goes without saying that the services needed most are the ones which an F.F.A. chapter should undertake. These services might be home sanitation, conservation of natural resources,

supplying needed pieces of machinery and equipment, improving farm buildings, giving assistance to needy families or children, cooperating in local charity drives, demonstrating improved practices and many others.

There are several ways that an F.F.A. chapter might undertake to find out the most needed services, but a very accurate determination could not be made without making some kind of survey. Last year, it was found in the Paxton community that very few farmers fed protein and mineral supplement to hogs. The F.F.A. members decided to conduct a hog feeding experiment to show that feeding a balanced ration was profitable. A concrete floored hog pen was built and divided into two sections with a self feeder between them. Two hogs from the same litter and weighing the same were secured. They were both fed corn from the self feeder, but only one was given protein and mineral supplement in addition. At the end of the test period one had gained seventy-two pounds, and the other thirty-five pounds. Numerous farmers and business

## Agricultural Education Magazine

The Year Ahead

PLANS for Volume 23 of the magazine were shaped at the meeting of special editors held in Atlantic City in December. A number of changes are contemplated.

1. A central theme or problem was selected for each issue. The themes are listed herewith.
2. The special headings such as professional, methods and materials, supervision and the like are to be eliminated.
3. The special editors will function as a regional board of editors. Contributions, regardless of subject matter, may be sent to one of the editors serving the region within which they originate.
4. A special editor (teacher)—will take the initiative in developing copy pertaining to special problems of teachers.

### Themes for 1950-51

July	New Programs, Their Design and Development
August	Teaching for Conservation
September	Better Teaching and Learning
October	Building Better Relationships with Administration and Faculty
November	Marketing
December	Future Farmers
January	Teaching Adult Farmers
February	Farm Mechanics
March	Financing Agricultural Education
April	Evaluation of Programs for Young Farmers and Veterans
May	Department Facilities
June	Trends and Issues

Copy should be mailed to the special editors by the 15th of the third month preceding the date of publication.

Teachers can make the magazine more valuable by taking the lead in developing appropriate copy, raising problems, and offering constructive suggestions. Special editors will appreciate their aid in the year ahead.

men visited this experiment and went away convinced that feeding a balanced ration was the same as putting money in a savings account. The Paxton chapter also purchased a feed crushing mill and a concrete mixer, to be used by the farmers in the community. Both items of equipment were badly needed and, have been used constantly since, the chapter acquired them.

It is important that the members of the F.F.A. chapter be wholeheartedly in favor of the proposed project. Without their full cooperation it would be hard to carry through a community service project. There is something that every F.F.A. chapter can contribute to its community. Conscientious work, careful planning and cooperation will be required.

## Presents for parents

H. GLENN SEGARS, Adviser, Swainsboro, Georgia

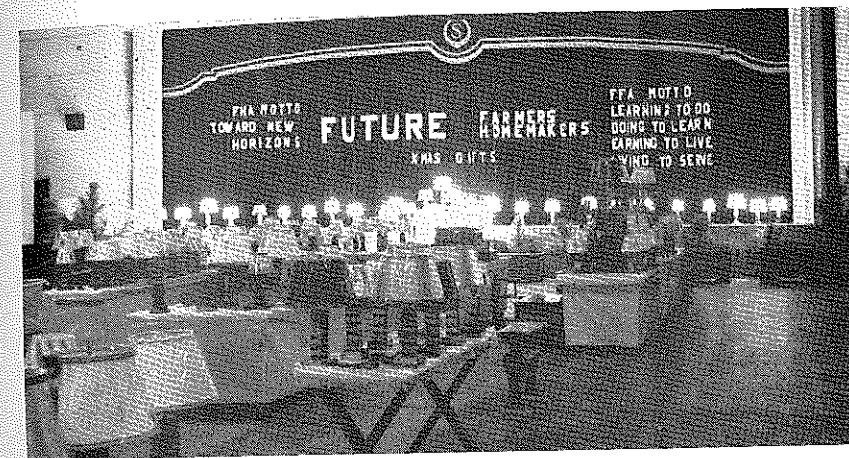
THE IDEA of making Christmas presents for parents first originated in the fall of 1946 as the result of a series of adult shop meetings. Eight all-day boys who, with their parents, had been attending the meetings, requested permission to work in the shop at night and build something to give their parents for Christmas.

Permission was given and these boys, many whom worked hard all day and had quite a distance to travel to reach the shop, came regularly every night to work on their projects. Three of the boys selected ironing boards, three

student have to be reprimanded for carelessness or inattention.

During this season 34 ironing boards, 32 bookcases, six end tables, two nut bowls, one large cedar chest and 23 table lamps were built. They were displayed in the agricultural room to all of the students and the teachers. The County and Local Boards of Education and the Vocational Advisory Committee were also invited to see these exhibits.

Again the project met with such favorable response and awakened such keen interest in vocational work that the number of regular all day students



bookcases and two lawn sets. When the articles were completed, they were left in the shop so they would be a complete surprise.

When I visited the homes of these boys after Christmas, the first topic of conversation was invariably the present, and the pride manifested by the parents was touching. In addition to pride in their sons' accomplishments, they also showed an awakened interest in the whole program and an awareness of what had been and could be done through vocational work. This simple act seemed to bring the parents much closer to the school and to an appreciative understanding of the work being done.

In fact, the reaction was so favorable that the Swainsboro F.F.A. chapter adopted this project as a part of its program of work for 1947. Each member was to make a gift for his parents as part of his regular all day program. Three weeks of class time were set aside for these projects, and the chapter, which had grown from 60 boys in 1946 to 100 in 1947, entered wholeheartedly into this work. So great was their interest and enthusiasm that it was difficult to keep many of them from spending every afternoon and evening in the shop.

One of the most inspiring features of the project was the spirit of cooperation engendered in every member of the group. Older boys helped younger boys, those with plenty of material gave willingly to those with less, ideas were freely shared and not once did any

started because of the amount of time spent in helping with the erection of the new building. However, once again, the interest of the boys was so intense that they did not hesitate to return to the shop night after night and frequently all day Saturday, to work on their gifts.

By Christmas the boys had made 22 large and 18 small cedar chests; 156 table and floor lamps; nine bookcases; six end tables; five lamp tables; eight sets of book ends; 12 napkin holders; four ashtray stands; 11 ironing boards; and one cabinet for a radio-phonograph combination. The value of these articles was more than \$4,000.00, but represented an actual cash outlay of only \$525.00. Many of the boys cut cedar trees on their farms and a local lumberman sawed the lumber without charge. Every boy was given the opportunity to make what he wanted regardless of his ability to pay for the material.

The interest of the F.F.A. boys in their work was so contagious that the F.F.A. girls decided to adopt a similar project. They made over 350 items such as aluminum trays, luncheon sets, cakes, dresses, wall plaques, table lamps, novelty pin cushions and wastebaskets.

Just before the Christmas holidays all of the gifts were displayed in the high school auditorium and parents and patrons were invited. Over 2,000 people visited the school between the hours of 3 and 11. A large cedar chest, made by the boys, was presented to the County School Superintendent.

The results of three years participation in this project have been many and inspiring, but there are three which are outstanding. *First*, it has developed in the boys an intense interest in shop work and in home improvement. *Second*, it has given the parents a much clearer understanding of the work of the department, and they are more interested in cooperating with all phases of the program. *Third*, it has awakened the whole community to an appreciation of the school activities.



Refreshments are served by Future Homemakers.



## Teaching parliamentary procedure

GLENN UNDERWOOD, Adviser, Julesburg, Colorado



Glenn Underwood

THE best reason for parliamentary procedure is contained in the *F.F.A. Manual*. "The primary purpose of parliamentary procedure is to transact business in an orderly manner. It brings order out of what might be disorder. It makes it possible for the will of the

majority to prevail, yet protects the rights of the minority. It tends to satisfaction, and is designed to insure democracy in practice as well as in theory." The best reason for teaching it is for development of leadership qualities in the boys.

My plan of teaching parliamentary procedure is based on three main principles:

1. Most necessary of course, is a thorough knowledge of parliamentary rules as presented in the *F.F.A. Manual*, supplemented by *Robert's Rules of Order*, which will be found in practically all school libraries. The *Manual*, however, has the essential information in a simplified form. It is more easily understood and applied by students. A complete familiarity with all the rules and with the specific duties of each member is the foundation.

2. Carry on all F.F.A. meetings strictly according to the accepted rules of parliamentary procedure, and allow no straying from the correct order of business. The repetition of the right order then becomes the most natural and easiest.

3. Officers must be especially well versed in the correct form and in working out an established order of business with smooth flowing continuity throughout the meeting. It is principally the ability of the president that determines how well the course of the meeting is directed, and how well and effectively the organization functions. Incidentally, a boy who had previous training in public speaking has at least a preliminary advantage.

A good beginning can be made in practice meetings in the classroom by rotating the officers so that each boy assumes and carries out the duties of each office. This gives those who will probably not hold regular offices a knowledge of, and respect for the responsibilities carried by the officers. It helps all members to develop a more cooperative attitude. It gives the officers specialized training. Unexpected talent may be discovered.

After the essentials of parliamentary order are learned, the next step is to instill an alertness or enthusiasm toward the subject, and give an incentive to im-

prove and a goal to work toward. This is also the point at which it is especially necessary to build up poise and self confidence. Much of this comes through practice. The psychology of giving a

little public praise where deserved, and a little individual help on the weak points may work out to advantage.

Two boys who are skilled and have competitive spirit, may choose sides for a parliamentary contest like the sand lot baseball game or the old fashioned spelling bee. They can practice on their own time. Finals can be at an F.F.A. assembly program. It's good training in public appearance, and a booster for the F.F.A.

SCORING ABILITY IN PARLIAMENTARY PROCEDURE

	Boy's Name			
Poise and personal appearance of presiding officer and manner displayed				
Poise and manner displayed by members				
Grammar and sentence structure				
Voice and expression				
Secretary's minutes—neat, accurate and complete				
Knowledge of correct parliamentary procedure				

Grades as A, B, C may be used or a specific number of points given on each item, or symbols to indicate good, fair, poor, or needs more practice.

### Teachers face special problems

(Continued from Page 201)

provided by the purchase of a teachers liability insurance policy which is listed on pages 87 and 88 of the manual of Liability Insurance of the National Bureau of Casualty Underwriters." Most local insurance agencies probably have this book available. He further stated that, "the limits of liability are \$5,000 for all damages arising out of bodily injury, sickness or disease, including death at any time resulting therefrom, sustained by one person in any one accident; and subject to that limit for each person, a total limit of \$10,000 for all damages sustained by two or more persons in any accident. If only one teacher purchased this policy the total premium would be \$6.00. If more than one teacher is insured under a single policy the per person rate times the number of teachers would give the premium for the policy." This insurance may be purchased by boards of education, individually by a teacher or by groups of teachers.

#### Official Secure Approval

It would seem wise for the teacher to have his program of work, including the work of the F.F.A. chapter in its total aspects, approved officially by the school board. Consideration should be given to the inclusion of responsibilities which the teacher will assume in his contract with the school board.

One insurance company recommended that any local chapter desiring insurance incorporate. This may not be necessary with all insurance companies. A number of policies available from various insurance companies are of the compre-

hensive type and will cover the local chapter and the individual members on matters relating to liability.

It is very important for a representative of the state association to become familiar with state laws so that teachers will be thoroughly acquainted with the best methods of protecting their students and themselves from unnecessary risks. The Attorney General's office and the State Department of Education will both be in a position to explain the state laws relating to liability.

Chapters should also give careful consideration to the protection of investments in livestock, crops, buildings and equipment. These investments may be insured at relatively low cost.

State associations of teachers of vocational agriculture might appropriately consider these problems. This will give an opportunity for teachers to determine the correct solution in a cooperative manner.

A teacher of vocational agriculture will find a local advisory council to be very helpful in planning and carrying out the program of work of the local F.F.A. chapter in its broadest aspects.

In closing, the writer wishes to emphasize that the committee has not found answers to all of these important problems. If any of the readers of this article have appropriate information that will be of help it will be appreciated if they will send any related material to a member of the committee.

It is the desire of the committee to help F.F.A. chapters conduct their worthwhile activities in a practical, efficient, safe and legal manner so that the Future Farmers of America will continue to grow in the future as it has in the past.

## Studies and Investigations

E. B. KNIGHT

### Relationships with administrators

J. P. CLOUSE, Graduate Assistant, Purdue University

DURING the past few years numerous articles have been published concerning the difficulties which arise between the local school principal, or superintendent, and the teachers in his school system. Probably because of the more specialized type of education practiced by the teachers of vocational agriculture, several of these articles have been primarily concerned with relationships between the teachers and their administrators.

The material found in several of these articles is summarized briefly in the following list of ten things which were reported as tending to cause dissatisfaction from the point of view of the school administrator. These ten factors are arranged in the order of their importance as indicated by the number of times they were reported in the various articles. The administrators report that the teachers of agriculture:

1. Fail to keep the administrator informed about all important problems.
2. Do not cooperate closely with the school authorities.
3. Do not have, or show, confidence in the principal.
4. Lack promptness.
5. Fail to have definite aims.
6. Do not have a program which harmonizes with general education.
7. Do not attempt to improve themselves.
8. Have scholastic standards which are too low.
9. Fail to link the school work with community living.
10. Fail to spend enough time on the job.

Looking at the other side of the picture, the following list includes the things which teachers of vocational agriculture dislike about the way in which they are treated, or the way in which school administrators operate schools. The teachers report that the school administrators:

1. Permit undesirable interruptions of class activities.
2. Do not give proper consideration to the teacher's load.
3. Do not plan an appropriate school organization.
4. Do not provide adequate instructional materials and rooms.
5. Do not give the new teacher adequate information concerning the school or community.
6. Do not provide adequate guidance service for the pupils.

7. Do not try to help the teacher solve any of his problems.
8. Are not always honest or frank and non-political.
9. Do not plan a workable school schedule.
10. Fail to help the teacher serve the community.

These two lists provide a general summary of the factors reported as tending to create some degree of friction between the teachers of vocational agriculture and school principals or superintendents.

#### Indiana Survey

In order to secure more specific evidence about conditions in Indiana an exploratory study was made to obtain information regarding the following two questions: 1. What do the teachers of vocational agriculture think are the main causes of differences between the school administrators and themselves? 2. What do the school administrators think are the causes of friction between the teachers and themselves? Both groups of school people were also asked to give suggestions for improving the relationships between them.

The study was made during the summer of 1949. Twenty schools were selected at random from the schools in Indiana which have departments of vocational agriculture. Although the twenty schools were chosen by chance, it was found that they were located in most of the different sections of the state and that their total high-school enrollment varied from less than fifty students to over one thousand.

A form was prepared and sent to the teacher of vocational agriculture and the administrative head in each of the twenty schools. Each teacher and administrator was asked to list on the form any difficulty he had had with the other person. No list of problems was given on the form for either of them to check, thus the teacher or the administrator was free to respond in words that applied closely to his own situation.

The response of the survey was very good. Seventeen replies were received from teachers of vocational agriculture and thirteen from school administrators. As many as five areas of dissatisfaction were listed by those from whom replies were received; however, there was sufficient room on the forms for them to list several other areas.

Those things which were reported by teachers of vocational agriculture as being the most important sources of conflict between themselves and the school

administrators are listed below. They are given in the order of their importance as determined by the number of teachers who reported the source of difficulty.

#### Basis of Conflict Seen by Teachers

1. Failure of principal to understand or realize the importance of the program in vocational agriculture.
2. The scheduling of classes in agriculture to meet regulations.
3. Jealousy over the salary of the teacher of vocational agriculture.
4. Jealousy over the prestige of the teacher in the community.
5. Differences of opinion regarding arrangements for field trips and make-up work.
6. Lack of a definite budget for the department of vocational agriculture.
7. Differences of opinion relative to scheduling F.F.A. meetings.
8. Differences of opinion regarding the relative importance of various departments in the school.

Those things which the school administrators listed as causing some friction between themselves and the teachers of vocational agriculture are as follows:

1. Difference of opinion regarding arrangements for field trips and make-up work.
2. The scheduling of classes in vocational agriculture to meet regulations.
3. The emphasis placed by teachers on winning contests.
4. Reluctance of teacher to teach subjects other than agriculture.
5. Insistence of teacher that projects be suitable for instruction in vocational agriculture.
6. Emphasis placed by teacher on public relations.
7. Difficulties in coordinating classes and shop work.

#### Agreement On These

The three conditions which both teachers of agriculture and administrators reported as contributing to friction between them were:

1. The scheduling of classes in agriculture to meet state regulations.
2. Arrangement for field trips and make-up work after such trips.
3. Lack of mutual recognition and understanding of the other's program by both the teacher and the administrator.

This study gave no definite answer or solution to any of these difficulties. However, one important point was brought out. This was that there should be mutual consideration and discussion of various problems as they arise and before they become serious sources of friction. Probably both teachers and administrators have been lax about doing this. It is evident that it is very important for teachers to discuss any problem of importance with school officials in order to help them gain a clearer idea of the work of the teacher of vocational agriculture. Sometimes it is well to discuss some of the same problems with the advisory committee.



# Teacher failures in the public schools

EDWARD B. MOTT, Teacher Education, Cornell University

FAILURES in teaching cannot easily be measured statistically. Among the men and women who yearly leave teaching there may be as many successful teachers as failures. From my own observation I would judge that even a school board's failure to rehire a teacher may not be an absolute indication of failure. On the other hand, all of us observe some teachers remaining in the profession who, in our opinions, are at least near the borderline of failure. So, it can be concluded that at present the main measure of teaching failure and its causes would be an "opinion survey." Such a survey was made among teachers of agriculture in New York State during the school year of 1948-49 by John Mack of Ithaca, New York. His questionnaire took the form of a list of 24 possible reasons why teachers have failed, been dismissed or have been considered as poor teachers by others in the profession. Two hundred or sixty-six and two-thirds per cent of the teachers responded to his questionnaire. The 200 teachers checked the questionnaires in 1,367 places.

This survey has certain limitations which should be kept in mind. It is the opinion of only 200 men. They are all teachers of vocational agriculture evaluating the failures of teachers in all fields. However, additional remarks made by teachers in their letters indicate that they probably gave considerable attention to teachers in their own specific field. In addition, the information is limited by the fact that the questionnaire was very brief.

### Can We, Through a Negative Approach, Discover the Good Teacher?

A positive approach is always desirable whenever possible, however, the teacher has to blend his knowledge, attitudes, experience and skill into a personality which is acceptable and motivating to the students. It is difficult to measure objectively the qualities of a teacher which make him successful. So, it is thought that we might through a negative approach isolate some of the undesirable characteristics in teaching, and thus more clearly define the factors which make for good teaching.

We all recognize good teaching and good teachers in operation, but we find it difficult to tell specifically why a teacher is a good teacher. If a teacher is able to inspire the students under his charge to learn desirable habits, skills and attitudes, he is successful. To make these desirable changes in the students, the teacher must have the necessary knowledge and must have the skill to arouse curiosity and systematic effort on the part of the student.

There have been several studies made in industry and business on failures. In a study by H. C. Hunt, reported in: *So You Want a Better Job*, by Paul W. Boynton, Supervisor of Employment for

Socony-Vacuum Company, Inc., it is revealed, after studying the office and clerical help in some 76 corporations, that: "Character traits seem to be of vast importance, representing 90% of the causes for discharge and 76% of the reasons for which promotions were not granted. Similar studies made on college graduates in industry indicate that character traits are the principal causes for severance from the job. Apparently, then, the ability to keep a job and progress in it sum up, pretty much, to a matter of attitudes."

This idea of a negative approach to the problem of improving teachers is suggested in: *Evaluation in Teacher Education*, by M. E. Troyer and C. R. Pace. In the discussion of initial student selection for teacher training institutions, they say that a committee might pass on the health standards to be maintained by trainees, and that "such a group might begin by asking itself, 'What kind of health deficiency would you not want a teacher of your children to have?'" "Some colleges have found that this negative approach to the development of criteria leads to a consensus more rapidly than a direct positive approach." This statement does two things: (1) It gives support to the negative approach and (2) Shows that work is being done to prevent poor teaching by recognizing that teacher training cannot alter certain characteristics in people, so students with undesirable characteristics may be discouraged from entering the profession.

TABLE I. Opinion Survey On Reasons For Teacher Failures

Characteristic	Number of Teachers Who Checked	Percent of Total Teachers Checking
Inability to get along with pupils, other teachers, parents	145	72.5
Won't cooperate with school administration	98	49.0
Poor teaching techniques	93	46.5
Lack of interest in work	88	44.0
Dislikes teaching	82	41.0
Lazy	77	38.5
Little or no interest in community affairs	70	35.0
Philosophy of education not compatible with administration	60	30.0
Excessive use of liquor	56	28.0
Remunerative interest outside of school	55	27.5
Immoral conduct	54	27.0
Self-opinionated, self-centered	54	27.0
Non-professional	49	24.5
Discouraged, overwork, no incentive	47	23.5
In a rut, stale	47	23.5
Doesn't know the subject matter	44	22.0
Grouchy, crabby	43	21.5
Doesn't like young people	43	21.5
Worry,—marital, financial	35	17.5
Living beyond income	29	14.5
Low native ability	29	14.5
Too highly specialized in training and interest	27	13.5
Security of tenure	27	13.5
Improper dress	15	7.5

### General Observations

1. On the basis of this study, it appears that to maintain proper discipline is the toughest problem that faces a teacher. It was considered a part of the first characteristic, "get along with people, etc." and 44 teachers took the trouble to write it in. Organized effort toward an acceptable goal has always been a difficult task in a democracy. It is always tough to achieve and still maintain freedom for the individual. In a school system devoted to the training of citizens for such a society, teachers are needed who are statesmen, or able to lead without dictating. We've never had a surplus of statesmen.
2. It was gratifying that two-thirds of the teachers contacted responded. This response, plus the high number of those who wrote in comments, shows that teachers themselves are interested in improving teaching. This is a point that needs much emphasis after so much being said about failure.
3. This report is by no means exhaustive, and it is possible that the replies and comments haven't been interpreted in enough detail. However, the statistics speak for themselves. In as much as this was an opinion survey you may now have your own opinion of the results.

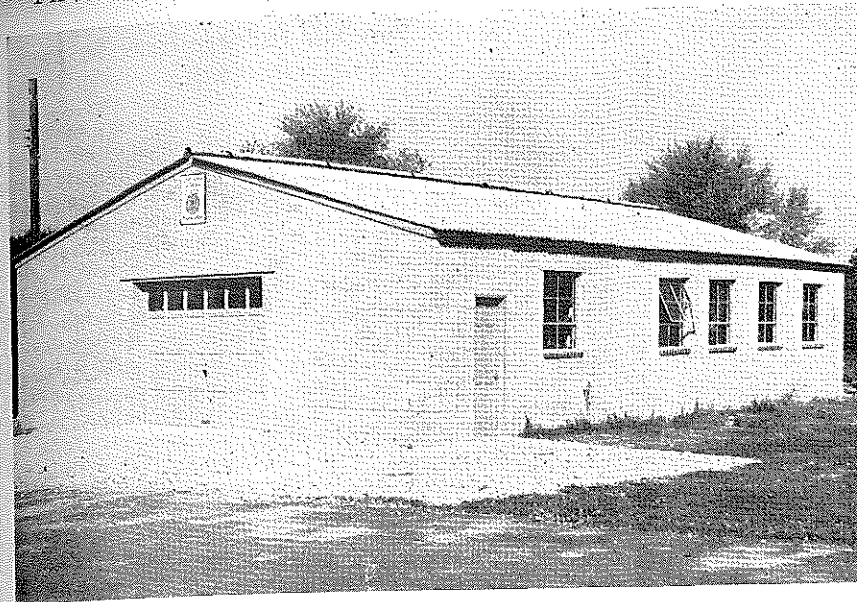
### Teachers Failures in the Public School Versus College Teachers

There appears to be a lack of studies in the educational field which are readily comparable to this one. However, one educator in a paper, "The Selection and Maintenance of College Teachers," had this to say about the causes of rustiness from the point of view of the administrators. They were presented in the order of their importance as follows:

1. Laziness, does not prepare daily class work. Fails to reorganize material.
2. Stale, fossilized, unaware he is in a rut.
3. Self-centered, self-satisfied, self-opinionated.
4. Not professionally minded, no sympathy with modern college objectives, indifferent, not a teacher.
5. Lack of academic background.
6. Temperamental, erratic, cranky, crabbed, grouchy.
7. Low native ability, not capable of progress.
8. Worry—financial, marital, professional.
9. Overworked, discouraged, no incentive.
10. Tenure of position.
11. Outside remunerative interests.
12. Professional maladjustment, jealous, troublemaker, cynical.

The foregoing study differs from the one being presented in that it reflects the opinion of college administrators, while this one reflects the opinion of

(Continued on Page 210)



## Students build farm shop

LELAND F. MILSPA W, Teacher, Bridgeville, Delaware



L. F. Milspaw

to raise the necessary funds to buy the building materials.

We built a 32' by 50' cinder block building with steel roof framing and a transite roof as shown in the picture. This makes the building fireproof and ideal for a shop building. We plan to add a classroom to it in the future.

Before beginning any work on the structure, we secured copies of the Portland Cement Association's booklet, *Concrete Work on the Farm*. We studied this booklet thoroughly in the classroom so that each boy would have a knowledge of the various operations in cement work and block laying.

When school started in September, 1948 we broke ground for the building and poured the footing. A local citizen loaned us a one bag mixer for the job and we borrowed the same mixer again when we put in the floor. During favorable weather we devoted all of our class time to the job because our main school building is short of space. The roof was finished by Thanksgiving. Cold weather has set in by that time so we did not do much more work on the building until spring. Upon the arrival of spring weather we put in cement window sills faced with brick, installed the door frames, installed the water line to the main building, and painted all the woodwork. Five inches of crushed limestone was also placed on

the floor to insulate the radiant heating pipes from the ground.

In a project of this type the laying of the blocks required considerable patience and organization. We divided each class into team units and each unit was responsible for a certain job at each class period. We usually had three boys who mixed the mortar and carried it to the block layers. For the block laying, one boy buttered the blocks, one boy placed the bed of mortar and set the block and another boy would double check for the block being level and plumb. The working units changed jobs at

progress. That is about all one instructor can supervise.

The first requirement for block laying is to have the proper kind of mortar. It must be with fine sand and be of a rather pasty consistency. Coarse sand will only result in failure. We found that the regular mortar cement was easiest to use and we mixed one part mortar cement to three parts sand. Extra time spent teaching the boys to mix mortar properly will save a lot of trouble.

The only work on the building which was not done with the boys was the heating installation. We wanted radiant floor heat, so we thought that it would be best to engage an experienced heating contractor for that job. This work was done during the summer. The heat is supplied by a gun-type oil burner with a hot water boiler which forces the hot water through the one inch wrought iron pipes placed one foot apart in the concrete floor. It is completely automatic, and it seems to be an excellent type of heating for a shop. You never have to look for a stove to get warm because the heat is all around you.

When school opened this year we put in the concrete floor, built a brick chimney, installed the overhead doors, wired the building, and insulated the ceiling. The boys take a great deal of pride in the shop which resulted from their cooperative efforts.

The key to the success of a shop building project is that the boys must first have a real desire to have a new shop. The boys wanted one and they were willing to do the hard work to get it. The most difficult hurdle for the instructor is the mustering of enough courage and nerve to start the job. Given that, the job resolves itself into having

## Farm Mechanics

R. W. CLINE

different class periods so that each boy would have a chance to work at all the jobs. We found that this system worked quite well and the boys cooperated fine. It was surprising how many of the boys learned to go ahead with the jobs. We often had two strings of blocks in

enough patience to see that the boys respect the chalkline and the bubble in the level. Many times during the progress of the job I came to believe more and more in the saying that, "Hills flatten out when you reach them."

### Tenure

(Continued from Page 200)

On the basis of the findings of this study it seemed reasonable to conclude that:

1. Those individuals will stay in the profession for whom the job as a vocation is a stronger force towards tenancy than the salary.
2. Salaries should be set at a level comparable with those offered by other agencies utilizing the services of similar employees if it is expected to retain the most idoneous personnel.
3. The individuals who stay in the

job are those exhibiting outstanding personal and professional traits. These individuals are able to win the confidence of their superiors, farmers, fellow teachers, student, local authorities and all other forces leading to the success of the program. They become active citizens of their respective communities.

4. Availability of opportunities for professional improvement and a sense of security seem to be additional factors towards the acquisition of idoneous personnel in the teaching profession.



**Illinois salary study** (Continued from Page 199)

There could be an impression started in a community that the teacher is off the job a good deal if he takes all his vacation at the same time. If we are on the job 11 months and school year holiday vacations are taken as is done by classroom teachers, there would not be enough left to be off the job for long in the summer.

Inasmuch as many schools are adopting salary schedules—48 of the 182 schools reporting are already on salary schedules—why not work out a supplementary formula to arrive at the salary for teachers of agriculture? "What would you think of the following formula method of arriving at teachers' salary instead of just an informal bargaining between teacher and administrator a procedure which must be reshaped every year?"

Do you favor each part (Check)		Proposed Formula	
Yes	No		
		BASE	Your bracket on the salary schedule or (in the absence of a salary schedule) the average of the men on the faculty (excluding coaches' differentials).
		Plus	
164	6	Proportionately More for Summer Work	Ratio of months in school year to 12 months.
		Plus	
136	23	Cash differential for overtime beyond School day hours —or— Decreases in school day load	Provides for farm visiting and supervising work during school year (analogous to coaches differentials).
		Plus	
161	8	Evening and Part-Time School Salary	Unless this work is done as part of daytime load.
		Plus	
174	2	Adequate Travel Allowance	Mileage basis

**The teachers' comments on the above formula were summarized as follows:**

Too complicated	5
Fair and reasonable	98
Impractical	2
Worthy of consideration	117
Too much to expect	1
Assists in analyzing the teacher's job and gives a perspective of his work as a basis for salary setting	105
Too difficult to calculate	3
Too much allowance for summer	3
Teacher should put in more time than other teachers and not expect a differential	1
Prefer individual annual bargaining	8

**What Should Be Done To Work Toward A Fair Salary For Teachers of Agriculture?**

Action	Number Favorable
<b>a. By individual teachers</b>	
1. Study your own job in relation to that of other teachers	113
2. Provide State Committee with data on your job if needed for study	108
3. Apply locally a program of approach to the problem which a State Committee may work out	91
4. Other	6
<b>b. By State Association</b>	
1. Stay out of the salary problem	4
2. Adopt as a policy some salary standards	99

\*This study was reported before the Illinois agricultural teachers at their June, 1949 summer conference, was vigorously applauded and the salary committee was requested to continue its studies. This year with an enlarged committee and with the State Association of Administrators invited to appoint a similar committee to participate, the studies will probably be largely in the field of teacher load and teacher supply.

**Teacher failures in public schools**

(Continued from Page 208)  
practicing teachers. It appears that the character trait of being able to get along with other people is more important in the public schools than it is in college, which might force it into a more important rank in the case of public school teachers. The other character traits listed tend to be more important in dealing with the young students, as are found at the public school level.

**Possible Steps That Might Be Taken In Reducing Number of Failures**

**A. Greater care in selection of prospective teachers.**

This can be justified since training programs are doing so little, or perhaps nothing at all, to improve personality deficiencies. This has been emphasized in the chart by indicating that nine out of the first twelve causes of failures are due to character difficulties. Any effort put into developing, using and interpreting more adequate aptitude tests for teacher training candidates would be worth while, if the number of misfits could be culled at the beginning. Just think how much adequate selection would save the individual and society in money, (someone has estimated that it costs society over \$20,000 to train a teacher). Tests plus interviews and all other information on the candidate should be carefully weighed. Society's responsibility for providing a good learning situation for its children starts with the selection of the teacher to be trained. We should be able to measure to some extent by the above named devices whether or not a person can get along with other people; whether or not he is lazy, and is of a high moral character, etc. If salaries are high enough to attract a sufficient number of candidates, we can then do some screening.

**B. In service training.**

Three other characteristics among the top twelve which are not purely personality weaknesses are: poor teaching techniques, philosophy of education not compatible with administration, and remunerative interests outside of school. These can be cut down materially by close, constructive, inspiring supervision. Our new teacher-training program affords a great deal of help with these problems. Close supervision by the school officials will detect faults early, when they are more easily corrected. If an administrator allows poor teaching techniques to continue until they become almost unchangeable habits, he is contributing to teacher failure. It may be easier to fire a poor teacher early and hire another one, but perhaps systematic early supervision would cut down this toll.

Supervision of the kind we are suggesting here would soon help make a teacher understand the philosophy of education of the administration, and the teacher would not find himself out of line later. It would also seem that a good administrator could be consulted by a teacher about the possible interference of outside work.

If more money is needed by the

**Lines of progress**

(Continued from Page 196)  
limited geographical scope have been extended. More classes of school personnel have been included. Also, a few states have recently passed their first statutes providing employment security for teachers.

**Average Salaries**

The long-continued effort to raise the level of teacher's salaries would seem to be resulting in success if only the actual dollar amounts of the average salaries could be considered. But relatively greater increases in other lines of work and the devaluating effect of higher prices have whittled down the gains. What looked like an 84 per cent increase in average salaries of teachers from 1939 through 1948 was only a 7 per cent increase in purchasing power. The increase in the average salary-wage of all employed workers was 121 per cent in dollars paid and 28 per cent in purchasing power. In view of the fact that teachers' average salaries in 1939 were far too low to maintain a suitable plane of living for teachers and their families, it is clear that many teachers today are receiving substandard incomes. Only by continuing unchecked the upward trend of salaries begun in the later years of World War II can any real improvement in the incomes of teachers be achieved.

**Salary Schedules**

Fifty years ago only one state had adopted a minimum-salary law and only a few of the larger city-school systems had definite salary schedules in effect. Today more than half the states have minimum-salary laws and a large majority of local school systems are operating under local salary schedules.

Now that single schedules for elementary and secondary-school teachers have become typical, with their provisions for salary differences based on the amount of professional preparation, improvements in this type of schedule are likely. Many communities are studying the methods of evaluating professional preparation; significant new developments may be expected.

**Teachers Oaths**

Most of the legislative activity directed toward requiring oaths of teachers comes during national emergencies in which zealous citizens fear the influence of allegedly disloyal teachers. California has required an oath of allegiance of its teachers since 1863. Teacher-oath legislation reached its peak during World War I. Prohibition of membership in subversive groups was born of World War II. Although it is to be expected that a certain amount of inquiry regarding the loyalty of teachers will continue as long as the present tension exists in the world, the dangers of persecution of teachers call for vigilance both by the public and the profession.

**Sick Leave and Disability Benefits**

Although almost every state has some plan for paying benefits to permanently disabled teachers, few do so when the teacher's disability is temporary. And

although many local schoolboards pay teachers their salaries when they are absent because of sickness for a limited time, some districts make inadequate provisions. State legislation that makes sick leave with pay mandatory and provides state financial assistance to make it possible, is beginning to appear. State laws regarding sick leave are for the most part a development of the past ten years.

**Teacher Retirement**

Fifty years ago a few teachers were forming voluntary associations to help one another when in need. Out of this movement grew the great teacher-retirement systems of today. No other phase of teacher-welfare legislation has grown so rapidly as teacher retirement. Every state now has some kind of financial security for its aged teachers. Each legislative session sees scores of amendments proposed, and many enacted, for the improvement of existing systems.

One would expect this trend toward strengthening the retirement plans to continue indefinitely were it not for the possible encroachment of the federal plan of social security. If current proposals for amending the social security plan become law, teacher retirement under state and local governments may be forced to complete reorganization.

**Professional Associations**

In the past half century teachers professional associations have developed from small groups, with staff service organizations of today. The influence of state education associations, which enroll more than 90 per cent of the public-school teachers, shows in the record of state legislation on tenure, minimum salaries, sick leave, and retirement.

The lines of progress most clearly indicated are greater activity and sense of responsibility among local associations, maintenance of the strength and vigorous programs of state associations, and a greatly enlarged membership and range of services for the National Education Association. States in which the three levels of organization are united in a single membership plan are leading the way toward the goal of a completely organized teaching profession.

**I like my job** (Continued from Page 195)

also appreciate such treatment. I have found that teaching and learning thrive best in this kind of atmosphere.

I have never worried too much about the tenure of my job, nor the salary situation. It is my observation that this is somewhat like casting bread upon the waters. You receive largely in terms of what you have to give. My only stock in trade is service and that I have resolved to give to the best of my ability. To do this I aim to keep professionally prepared by attending upgrading conferences, reading up-to-date agricultural books and magazines, observing the practices of leading farmers and cooperating with my school executives and supervisors by putting into practice constructive suggestions.

Sure, I would appreciate a higher salary but I pay dues to several profes-

**The job ahead**

(Continued from Page 195)  
has been accompanied by ever increasing activity in such areas as discovering needs and planning programs, supervising farming programs, F.F.A., placement and follow-up, selection of pupils, organizing and maintaining facilities, professional relationships, cooperation in non-school activities, keeping records and making reports, promoting and publicizing the program, evaluation and professional improvement.

Our program might well be compared to the home of an elderly couple who have always bought heavily at local auctions but who have never thrown anything away. Habit and tradition have acted as powerful agents in preventing the discard of useless and worn out items. These old spares have piled up until even though newer and more efficient appliances are presented to them by the old couple's children, their effective use is severely hampered by piles of antiquated debris and outmoded methods.

**The Job Ahead**

What are the most effective ways of training present and prospective farmers for proficiency in agriculture? With what age groups have we achieved truly vocational progress? Isn't it time that we as a professional group summoned the courage to give our program the drastic pruning so heartily needed? Unless we dare to clean out our own house, who will dare to do the job for us? Once our program has been streamlined to the achievement of our vocational goals by the most effective means known, won't the problem of time have been automatically solved? Isn't this the challenge of our generation!

The statement that "Not until another summer will we have time for intensive work with individuals if our assignments include the high school group," is unfortunately largely true. It will continue to be true as long as—(1) our program remains cluttered with non-vocational appendages, and, (2) until definite time is allotted from the normal working day for essential activities. The "heap it on" philosophy belongs to yesterday.

HAROLD R. CUSHMAN, Graduate Student, Cornell University

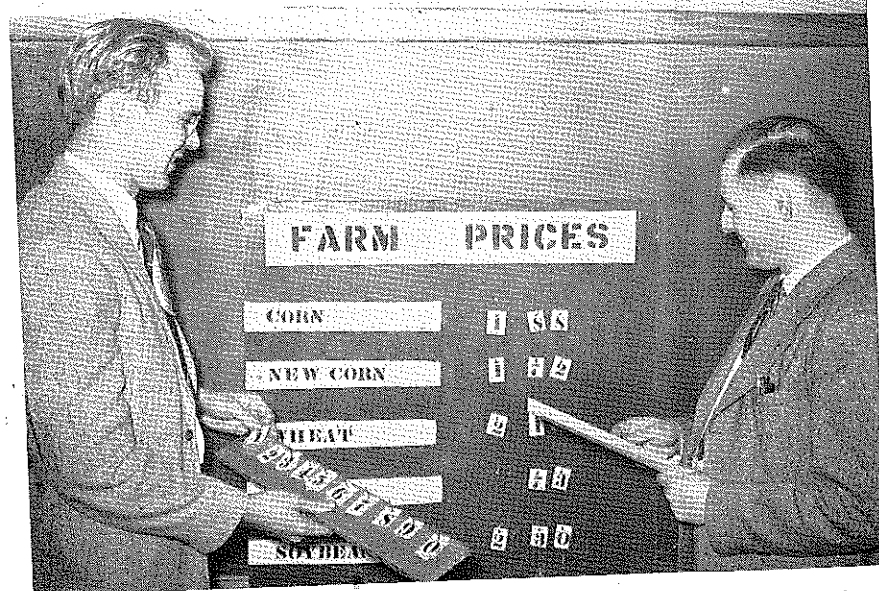
sional teachers' associations including the A.V.A. and the N.V.A.T.A. which are doing their best to improve the status of the teaching profession generally.

After all, long ago I came to the conclusion that the pay for teaching vocational agriculture does not come in paltry shekles. This, of course, is necessary but it is in reality only a subsistence. No one ever became wealthy teaching vocational agriculture, yet there are many rich men in the profession. Riches lie in the direction of rendering service over and above the regular call of duty to those with whom you associate. It's the satisfaction one gets by doing a good job in helping others that makes a man rich. My job has given me this opportunity and I intend to make the most of it. I like my job.

—Anonymous.



# FELLOWSHIP



Leon Boucher (right), teacher of vocational agriculture at Green Springs, Ohio, believes that it pays to keep up to date on farm prices. By means of this bulletin board with sets of numbers which hang on hooks, his classes are able to keep current farm prices before the class at all times. Shown with Mr. Boucher is William Erdman who did his student teaching with Boucher. Mr. Erdman is now the teacher of vocational agriculture at Edon, Ohio. (Photo Courtesy R. J. Woodin, Ohio)

### Workshop opportunity

A WORKSHOP for local supervisors of student teaching in vocational agriculture will be held at the University of Illinois during the first four weeks of its 1950 summer school. It was requested by representatives from nine states attending the Central Region Research Conference in August, 1949. It will be in charge of Dr. G. P. Deyoe and Dr. L. J. Phipps of the University of Illinois and Professor E. M. Juergenson of the University of California. Dr. H. M. Byram of Michigan State College and Dr. E. L. Rhoad of the University of Nebraska will assist during a part of the time.

The workshop will be democratically planned, but it is expected that it will deal with objectives of an evaluation in student teaching qualifications of supervising teachers, selection of training centers, induction of student teachers, experiences of student teachers, related professional training for student teachers, administering and financing student teaching. The course will carry two hours of graduate credit. It will be possible to enroll for another two-hour course at the same time. Registration takes place during the period from June 23 to June 27. Classes begin on June 28.

Persons expecting to register for the course should apply for admission to the University of Illinois and send a transcript of their credits some time before appearing for registration. Communications should be addressed to the Graduate School, 105 Administration E., University of Illinois, Urbana, Illinois.

### One of our own

On page 117 of the December issue of the *Readers Digest* is a story of Lyle Hayden. Now it isn't often that an "Ag Ed" man makes the *Readers Digest* and this human interest story of Hayden may be of interest to readers.

Hayden graduated from the University of Illinois and went on to Pennsylvania State where he earned his Master's degree, later he continued his studies at Cornell where he completed his Ph.D. degree.

C. S. ANDERSON  
Pennsylvania State College



H. C. Horstman, teacher of vocational agriculture at Fort Loramie, Ohio, uses one wall of his classroom to portray achievements of chapter members. Here Mr. Horstman adds the picture of another State Farmer. The plaques which appear below the picture are awarded by the Ohio Association for awards in the State Chapter Contest and in the Parliamentary Procedure Contest. (Photo Courtesy R. J. Woodin, Ohio)

### Reciprocity in certification

THE following is an excerpt from the minutes of the Vermont State Board of Education Meeting held on October 20 indicating the action on the question of reciprocity in certification. This makes the sixth state which has joined the compact. To date the states of New Hampshire, New York, New Jersey, Rhode Island and Connecticut have signed the compact.

"It was voted to adopt the following regulation with regard to reciprocity in teacher certification:

A teaching certificate duly issued by the appropriate state authority in one of the New England States, New York or New Jersey, and currently in full force and effect, shall be honored by the Commissioner of the State of Vermont provided that the holder of such certificate shall have had:

1. not less than three years of successful experience in the teaching field for which transfer of certificate privilege is sought;
2. basic preparation equivalent in length (though not necessarily in specific content) to the minimum preparation required by the Vermont State Board of Education for the type of certification sought; and
3. shall present evidence of employment or a valid offer thereof in the kind and grade of professional position in the public schools of Vermont for which certification is sought."

### Why not?

Reciprocity between states so far as certification is concerned would seem to be a step in the right direction. There is at least one other area in which states, and associations representing teachers might take action.

Why not provide for inter-state transfer of earned retirement credit for the teacher who moves from one state to another?



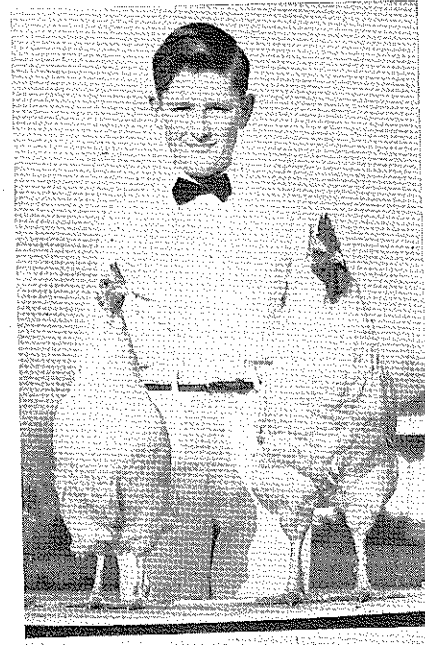
Mapping their aerial route over Grant County, Oklahoma are three Future Farmers and their pilot, Johnny Krittenbrink, who participated in the world's first F.F.A. aerial soil erosion survey flown from the Medford airport. A total of 150 F.F.A. members made thirty-minute flights over the area to give them a more complete picture of damage soil erosion is doing to the land. The event—another first for Northwestern Oklahoma—was sponsored by Grant County civic organizations in cooperation with county Flying Farmers who flew the youths.

### Washington state junior poultry exposition

Future Farmers in the State of Washington have demonstrated their interest in a better poultry industry by having participated in a state-wide junior poultry exposition for the past four years. Adult poultry leaders have sponsored this exposition and have raised the necessary funds by soliciting contributions from hatcheries, feed dealers, feed manufacturers and others engaged in the poultry industry. Another source of income is from the state fair fund, as the exposition has been recognized, from the beginning, as one of the regular fairs in the state.

From the very beginning, the Board of Directors has endeavored to make this an educational event for the exhibitors. The first day of the show the boys participate in poultry judging contests. They judge live production birds, live meat birds, grade eggs, grade dressed chickens and turkeys. The second day is devoted to educational or action demonstrations conducted by eight commercial concerns. The response on the part of the organizations conducting demonstrations has been encouraging. These people enjoy meeting and working with our Future Farmers. Other features of the three-day show are: an Awards Banquet sponsored by the Sears-Roebuck Foundation, tours through industrial plants and a boat ride and a tour of the Bremerton Navy Yard. These features appeal to farm boys as does the final event which is an auction sale of champion birds.

H. M. OLSEN, Supervisor  
Washington



Don Sublett, F.F.A. member, Longview, Washington, is shown with his prize White Plymouth Rocks, which won top honors at the Washington Junior Poultry Exposition. The pullet won the grand championship of the female division. The cockerel won reserve champion honors in the male division.

### BOOK REVIEWS

#### New president



P. D. Woodul

PARKER A. Woodul was elected president of the National Vocational Agricultural Teachers' Association at the Atlantic City convention. Parker has taught vocational agriculture for 15 years and has been located at Portales, New Mexico since 1937.

He obtained his B.S. degree at Texas A & M in 1934 and his Master's degree at Colorado A & M in 1940.

#### Teacher failures in public schools

(Continued from Page 210)

teacher, the salary schedule should be flexible enough to allow raises or allow him to participate in other professional, non-interfering work, which might even contribute to good teaching, instead of cutting its quality.

The teacher and supervisor could work out together a plan of study which the teacher would follow toward improved teaching methods. This might mean refresher courses, such as summer school, extramural courses, or teacher study groups. It might be that there should be incentive payments or study increments in the plan.

The first step in correction is periodic self-evaluation which would help to discover flaws in teaching.

IRRIGATED SOILS: THEIR FERTILITY AND MANAGEMENT, by W. H. Thorne, and H. B. Peterson, pp. 288, illustrated, list price \$5.00, published by Blakiston Company. The authors emphasize fundamental principles that underlie soil management practices. The general approach is to present first the principles and second the application of the principles in solving individual problems. The text is adapted to the use of students who have had only elementary training in botany, chemistry, mathematics and physics. In addition to its usefulness in college courses, this book should prove of value as a reference and guide to those giving technical advice to farmers on the management of irrigated soils. Vocational agriculture teachers of out-of-school youth and adult classes, veterans on-farm instructors, county agricultural agents, and soil conservation service workers will find this book of inestimable value in areas where irrigation is practiced. —APD



## Lessons of a supervisor

HOWARD W. DEEMS, Teacher Education, University of Nebraska

A GREEK legend tells of a youth who looked in the still pool of water and fell in love with his own reflection. That, I trust, is not my situation, but I do feel the urge to jot down some of the happenings that I observed in my twelve years as an assistant state supervisor of vocational agriculture. Some I remember because they were different or humorous. Others I remember because they were solid or ahead of the times.

One happening classified as different was the instructor who told how his group was taught "safety" in the use of the big power saw. One afternoon a boy had a finger cut off by the saw. "I left that finger," said the instructor, "on the edge of the saw for a week. I never had a careless operator the rest of the year." Another instance, in about the same category, was the new superintendent of schools who called the police and said some man had keys to the school and was holding meetings in the building several times each month. The man turned out to be the local farm veteran's instructor.

### Highly Recommended

For every odd or different incident, there are perhaps dozens of activities that could be classified as educational gems. I will never forget my first visit to a certain instructor. I went with him and his class out into a nearby field. It was a study of the job, "How to control pasture weeds." Upon reaching the pasture the instructor seated his class in a semi-circle on a hill side. He then started his questioning on the first weed to be studied. When the root system was discussed, he dug deep into the earth and showed how the roots penetrated the soil. Questions came freely all the time. As I watched the class in action, I said to myself, (I later read the same thing in a book) that the best visual educational material in the world is to have the real object to be studied in its natural setting. After observing that afternoon's work, I knew why that teacher had nerve enough to put on the wall of his office the placard stating, "If the student hasn't learned, the instructor hasn't taught."

Another lesson that I'll never forget was a field trip to a dairy cattle sale. The instructor with his sixteen students arrived at the sale about three hours before the auction started. Four of the boys in the class definitely wanted to buy dairy cows. First, they secured the sale catalog which gave the cow's age, breeding date and production records. As a class they looked over each individual. Each of the four boys that wanted to buy cows selected the ones they preferred. As a class they decided on the cow's value and then determined the highest point to which they would go in their bidding. When the auction started the boys bid in a most intelligent way. The excitement of the auction did not cause any of the group to lose sight of the cow's real value. Two of the boys purchased cows at conservative prices. Every boy in the class received a real education in purchasing dairy

cattle. It is true that this lesson took a full day, but it included information that could never have been found in the classroom.

Many of the other lessons that can be remembered vividly are ones that took place outside the classroom. An old timer in the field of teaching vocational agriculture once boasted that he never taught a lesson without using some visual material. On every visit for five years, he made good on his boast. Then one fine afternoon rather late in the spring, I happened to be going through his town. I stopped for just a little visit. He was teaching a job on how to tell the age of a horse. He nodded when I came in and proceeded with the lesson. Not a sign of visual material was in sight. When the students started closing their bulletins, indicating they had finished their assignment, I made this note in my little book, "How about visual material?" After most of the students had completed the reading material, the instructor asked the question, "Well, boys, how many of you feel you can now tell the age of a horse by its teeth?" Up went a number of hands. A short discussion followed. Then a pause as the instructor went over to the store room and rolled out a table. On the table were the head skeletons of four horses. There was Old Spot, Bess, Prince and Dobbie. "Now, fellows," he said, "go up and look over those horses, and then write down their ages." It is needless to say that the class found out how to tell the age of horses by their teeth and, incidentally, so did I. A case where, maybe, the skeleton was better than the horse itself. At least the skeleton didn't bite or kick.

### Keep Supervisor In Line

In every state there are, I expect, teachers who help greatly in keeping supervisors in line. Rather recently, I was visiting a teacher who had been a college classmate of mine. In the afternoon I noticed the instructor's plan book on his desk. I started glancing through it. On one page I found a little pink sheet. I almost passed over it, then I noticed the title, "The Supervisor's Visit." It was without doubt my duty to read it. Here is what I read.

Supervisor strides into classroom, looking for a place to park his hat, coat, and brief case. Flustered teacher thrusts out hand, offers chair, pretends that he did not know that the supervisor was coming. Boys laugh at embarrassed teacher.

Supervisor opens drawers, writes notes on cards, sticks cards in pocket. Teacher narrates that they are having a written test today; wishes the supervisor had come yesterday. Supervisor reads morning paper. Teacher watches clock.

Noon hour. To town. Teacher introduces supervisor to favorite board member, who praises department. Supervisor invites teacher to eat lunch with him. Teacher seems reluctant to accept, but does. Teacher declares that they had planned to have the supervisor over for dinner,

### ONE FOR THE BOOK

It takes a "blue moon," or even two, to bring gems like those reported by Mr. Deems. Well worth reading!—Editor

but that the baby got sick. Meal warms supervisor up; he gives teacher a pep talk; tells him what a good job the new *ag* instructor is doing over at Siwash.

Afternoon class rambles in. Teacher announces that they will switch periods and have shop today. Supervisor feels of hand tools to see if they are sharp. Teacher points out that they can't make much in shop now, on account of the lumber shortage.

Supervisor decides to call on superintendent and see if the latter has any problems—much to relief of teacher. Superintendent suggests that supervisor might speak before high school assembly at a special convocation. Supervisor declines graciously, pointing out that he is too busy on this trip—maybe next time. Superintendent wants to know if *ag* teacher couldn't take over that extra shorthand class.

Four o'clock at last! Students rush for exits. Supervisor wants to know if teacher has bought any books lately. Teacher points to recent text on poultry, entitled, "The Egg and I." Supervisor goes in for a chat with good looking young *home ec* teacher. Supervisor asks for names of any outstanding seniors who might make good *ag* instructors. Teacher hands supervisor a list of lads who are sure bets to not finish college.

Teacher gets confidential; tells supervisor what a mess his predecessor left things in. Supervisor states that the department is making fine progress, and inquires about road out of town. Supervisor shakes hands with teacher, and hopes that the baby will get better. Supervisor steps on gas. Teacher goes for a drink. J.A.K.

An article like this could, I expect, develop into a little book. Memories are like paper towels—you pull one and another one starts. Right now as I recall a certain visit, it reminds me of another and then another. This visit was one to an advanced class in vocational agriculture. The day was spent in the farm shop. The boys were busy, but all took time to answer my questions. The thing that impressed me that day was that back of every shop job under construction there was a story. Jim was completing a milk-cooling tank. When completed and installed it meant the production of "Grade A" milk on their farm. It meant the completion of a betterment project in quality milk production started over a year before. Across from Jim, Bill, a big red-faced farm lad, was converting a horse-drawn two-row lister to a tractor-drawn type. His story was a long one. He had a farm rented for the next spring. His funds were limited. Before I left Bill, he was asking me questions. When he asked whether one should batch a year or get married right at the start, I said, "Bill, let's not get too

many hitches started right now," and I moved over to talk with Glenn. He was a young purebred hog breeder, and he was constructing a big road side sign. I didn't find out so much about the sign, but I did learn that the coming breed of hogs, according to Glenn, was the Yorkshire.

Other experiences rich in educational values could be related, but perhaps most of the happenings of the past twelve years can be summed up in a few general statements.

1. The departments that I remember are the ones where the successful farmers of today were the Future Farmers of yesterday.

2. The class sessions that I remember are the ones where the instruction was centered around the problems of the student's supervised farming program.

The Research Division of the National Education Association, issued in December, 1949, a Research Bulletin, Teachers in the Public Schools. It presents information on the present status of teaching profession in public schools. Active committees concerned with problems of tenure, sick leave, salaries retirement, and other related problems will find it a valuable reference.

3. The instructors that I remember are the ones that taught individuals and not classes or subjects.

4. The supervised farming programs that I remember are the ones where boys thought their way into a program rather than just "falling" into it.

5. The F.F.A. chapters that I remember are the ones where past chapter officers are now leaders in farm organizations, school board members, church workers and all active in community affairs.

6. And lastly, the days and nights that I like to remember are those spent with rural lads who believe in the future of farming with a faith born not of words but of deeds.

## Directory . . . Institutional On-Farm-Training

Note: The data pertaining to supervisory and teacher training personnel working under the direction of state departments of education were supplied by the state supervisors of vocational agriculture. The names of state directors of vocational education and state supervisors of agricultural education are omitted from this list inasmuch as their names appear in the directory carried each month on the back page of the *Agricultural Education Magazine*.

Name	Position	Address
<b>ALABAMA</b>		
E. L. MCGRAW	Subject Matter Specialist, Auburn	
J. E. SHELTON	Assistant District Supervisor, Jacksonville	
S. R. FOUNTAIN	Assistant District Supervisor, Monroeville	
J. T. HALL	Assistant District Supervisor, Haleyville	
C. W. COOLSBY, JR.	Assistant District Supervisor, Troy	
B. B. DARNELL	Assistant District Supervisor, Opelika	
<b>ARIZONA</b>		
DONALD LEMASTER	Chief Trainer, Phoenix	
<b>ARKANSAS</b>		
V. H. WOHLFORD	Supervisor, Little Rock	
SHERMAN KNOWLES	Area Supervisor, Little Rock	
C. C. HOLMES	Area Supervisor, Little Rock	
WOODROW BILLINGSLEY	Area Supervisor, Little Rock	
W. M. KINCARMON	Area Supervisor, Little Rock	
REED McCONNELL	Area Supervisor, Little Rock	
L. L. COWDREY	Area Supervisor, Little Rock	
<b>CALIFORNIA</b>		
E. W. EVERETT	Supervisor, San Jose	
W. JAMES MAYNARD	Special Supervisor, San Jose	
<b>COLORADO</b>		
W. L. DOBLER	Supervisor, Denver	
LEO J. OYLER	Assistant Supervisor, Denver	
ALFRED T. SPEISER	Assistant Supervisor, Fort Collins	
MOSS HAWKINS	Assistant Supervisor, Sterling	
<b>CONNECTICUT</b>		
(Same personnel as for regular program)		
<b>DELAWARE</b>		
(Same personnel as for regular program)		
<b>FLORIDA</b>		
G. W. DANSBY	Area Supervisor, Alachua	
R. R. DENSON	Area Supervisor, Madison	
S. C. MEANS	Area Supervisor, Lakeland	
W. E. MOORE	Area Supervisor, Crestview	
W. T. SHADDICK	Area Supervisor, Lady Lake	
GUYTON, WILLIAMS	Area Supervisor, Graceville	
W. H. PARADY	Farm Shop Specialist, Tallahassee	
G. C. NORMAN	Supervisor, Tallahassee	
<b>GEORGIA</b>		
J. LAMAR BRANCH	Supervising Teacher, Tifton	
M. C. OWEN	Supervising Teacher, Fort Valley	
A. P. HIGGINBOTHAM	Supervising Teacher, Thomasville	
A. J. POWELL	Supervising Teacher, Quitman	
PHILIP A. ROWLAND	Supervising Teacher, Graymont	
J. F. NICHOLSON	Supervising Teacher, Alamo	
JOSEPH L. MOSELY	Supervising Teacher, Swainsboro	
A. L. McCULLOUGH	Supervising Teacher, Swainsboro	
W. C. CAUSEY	Supervising Teacher, Auburn	
J. G. BRYANT	Supervising Teacher, Athens	

Name	Position	Address
A. T. STEWART, JR.	Supervising Teacher, Greensboro	
W. R. BROWN	Supervising Teacher, Athens	
C. B. DAVIS	Supervising Teacher, Carrollton	
C. E. BOGGS	Supervising Teacher, Manchester	
W. R. MOSELEY	Supervising Teacher, Forsyth	
E. E. WEBB	Supervising Teacher, Rome	
J. O. WILLIAMS	(Negro) Supervising Teacher, Fort Valley	
W. E. WHATLEY	(Negro) Supervising Teacher, Metter	
A. G. SADLER	(Negro) Supervising Teacher, Sylvester	
R. L. DUNLAP	(Negro) Supervising Teacher, Fort Valley	
<b>HAWAII</b>		
RICHARD K. MIZUTA	Supervisor, Honolulu	
<b>IDAHO</b>		
WARREN PAVLAT	Assistant Supervisor, Boise	
JOHN A. BAUER	Teacher, Supervisor and Training, Boise	
<b>ILLINOIS</b>		
C. F. ANDERSON	Supervisor, Springfield	
GEORGE W. DOAK	Supervisor, Springfield	
H. F. ENGELKING	Supervisor, Springfield	
<b>INDIANA</b>		
W. A. WILLIAMS	Associate Supervisor, Indianapolis	
CHARLES B. EDMONSON	Assistant, Indianapolis	
J. EARL WILSON	Assistant, Indianapolis	
<b>IOWA</b>		
(Same personnel as for regular program)		
<b>KANSAS</b>		
C. C. EUSTACE	Supervisor, Topeka	
ROBERT H. BERKLEY	Assistant Supervisor, Topeka	
WAYNE KEAST	Assistant Supervisor, Beloit	
R. M. STARKEY	Assistant Supervisor, Ottawa	
MAX M. MILLER	Assistant Supervisor, Hutchinson	
<b>KENTUCKY</b>		
EDWARD E. BALJ	Assistant Supervisor, California	
DUARD E. BAYLESS	Assistant Supervisor, Morehead	
M. M. BOTTO	Assistant Supervisor, Munfordville	
KEARNEY CAMPBELL	Assistant Supervisor, Somerset	
FLOYD COX	Subject Matter Specialist, Lexington	
C. F. ESHAM	Assistant Supervisor, Georgetown	
CARL LAMAR	Assistant Supervisor, Brandenburg	
J. ERNEST THRELKELD	Ass't Supervisor, Simpsonville	
<b>LOUISIANA</b>		
SIMS S. GAUTHIER	Assistant State Coordinator, Baton Rouge	
CURTIS L. JOHNSTON	Assistant State Coordinator, Baton Rouge	
ROGERS P. LOUPE	District Supervisor, Lafayette	
WHITNEY A. LANGLOIS	District Supervisor, Baton Rouge	
ERNEST P. MOUCH	District Supervisor, Baton Rouge	
JAMES P. HAMILTON	District Supervisor, Winnfield	
WOODROW W. ROBERTS	District Supervisor, Winnfield	
MALON M. PARRY	District Supervisor, Winnfield	
THOMAS S. COLVIN	Teacher Trainer, Baton Rouge	
I. C. COWART	Subject Matter Specialist, Baton Rouge	
ROY C. STRINGFIELD	Assistant Subject Matter Specialist, Baton Rouge	
J. S. STOVALL	Food Conservation Specialist, Baton Rouge	

(Continued on Page 216)

## DIRECTORY

(Continued from Page 215)

Name	Position	Address	Name	Position	Address
<b>MAINE</b>					
(Same personnel as for regular program)					
<b>MARYLAND</b>					
LEE W. ADKINS	Assistant Supervisor,	Baltimore			
<b>MASSACHUSETTS</b>					
WILBUR T. LOCKE	Supervisor,	Boston			
<b>MICHIGAN</b>					
CONRAD P. WHITE	Supervisor,	Lansing			
<b>MINNESOTA</b>					
(Same personnel as for regular program)					
<b>MISSISSIPPI</b>					
H. L. DAVIS	State Supervisor,	Brandon			
GEORGE BRIDGES	Itinerant Instructor,	Ethel			
C. W. BURRAGE	District Supervisor,	Cleveland			
O. V. CLARK	District Supervisor,	Wimona			
L. W. CRAIG	District Supervisor,	New Albany			
A. E. EVANS	Assistant Supervisor,	Jackson			
A. C. EVERETT	Special Supervisor,	Jackson			
V. E. GRAHAM	Itinerant Instructor,	Hattiesburg			
S. H. GUNTER	District Supervisor,	Laurel			
C. D. LUCKETT	Itinerant Instructor,	Vicksburg			
W. L. LYNCH	Visual Aids,	State College			
C. W. MAKAMSON	District Supervisor,	Newton			
D. H. PRITCHARD	Director of Public Relations,	Jackson			
A. S. REED	Itinerant Instructor,	Water Valley			
A. G. SHEPHERD, JR.	District Supervisor,	Houston			
J. K. SIMPSON	District Supervisor,	Pickens			
R. H. SULLIVAN	District Supervisor,	Magee			
D. L. WILLIAMS	Subject-Matter Specialist,	State College			
J. J. NORMAN	(Negro) District Supervisor,	Jackson			
<b>MISSOURI</b>					
ROBERT L. HAYWARD	Assistant Supervisor,	Jefferson City			
CLOVIS JONES	Subject Matter Specialist,	Jefferson City			
F. M. CULBERTSON	Assistant District Supervisor,	Springfield			
J. D. HARRIS	Assistant District Supervisor,	Huntsville			
J. A. MCKINNEY	Assistant District Supervisor,	Salem			
O. D. BRANSTETTER	Assistant District Supervisor,	Rosendale			
<b>MONTANA</b>					
(No information received)					
<b>NEBRASKA</b>					
(Same as for regular program)					
<b>NEVADA</b>					
(Same as for regular program)					
<b>NEW HAMPSHIRE</b>					
(Same as for regular program)					
<b>NEW JERSEY</b>					
(Same as for regular program)					
<b>NEW MEXICO</b>					
JOHN W. RILEY	District Supervisor,	State College			
ALFRED B. ENRIQUEZ	District Supervisor,	Belen			
CHARLES W. HUDSON	District Supervisor,	Clayton			
MARSHALL L. STANLEY	District Supervisor,	Tatum			
ROBERT W. MIMS	Supervisor,	Mountainair			
<b>NEW YORK</b>					
(Same as for regular program)					
<b>NORTH CAROLINA</b>					
G. K. SAVAGE	Associate Supervisor,	Raleigh			
K. E. STOKES	Assistant Supervisor,	Severn			
W. W. McCLURE	Assistant Supervisor,	Louisburg			
T. H. MILLS	Assistant Supervisor,	Wenatchee			
H. T. GRYDER	Assistant Supervisor,	Taylorsville			
R. L. LUNSFORD	Assistant Supervisor,	Asheville			
J. W. WARREN, JR.	(Negro) Assistant Supervisor,	Greensboro			
<b>NORTH DAKOTA</b>					
(Same as for regular program)					
<b>OHIO</b>					
LLOYD B. FIDLER	Special Supervisor,	Columbus			
J. H. LINTNER	District Supervisor,	Columbus			
PAUL F. PULSE	District Supervisor,	Hillsboro			
PAUL W. HARTSOOK	District Supervisor,	Toledo			
<b>OKLAHOMA</b>					
BONNIE NICHOLSON	State Supervisor,	Stillwater			
W. R. HARE	Assistant State Supervisor,	Stillwater			
C. D. MAYNARD	Assistant State Supervisor,	Stillwater			
G. J. DIPPOLD	Teacher Trainer,	Stillwater			
CHARLES L. THOMPSON	Subject Matter Specialist,	Stillwater			
VELDEN R. SWIGART	District Supervisor,	Moorland			
<b>OREGON</b>					
ALLEN LEE	Assistant State Supervisor,	Salem			
STANLEY GREEN	District Supervisor,	Pendleton			
<b>PENNSYLVANIA</b>					
(Same as for regular program)					
<b>PUERTO RICO</b>					
(Same as for regular program)					
<b>RHODE ISLAND</b>					
(Same as for regular program)					
<b>SOUTH CAROLINA</b>					
P. G. CHASTAIN	State Supervisor,	Columbia			
E. B. FEW	District Supervisor,	Honea Path			
H. M. McCALLUM	District Supervisor,	Chester			
S. W. EPTING	District Supervisor,	Columbia			
A. L. SMOAK	District Supervisor,	Walterboro			
J. H. YON	District Supervisor,	Loris			
<b>SOUTH DAKOTA</b>					
GEORGE STILLWELL	Assistant Director,	Sioux Falls			
<b>TENNESSEE</b>					
(No information received)					
<b>TEXAS</b>					
B. C. DAVIS	State Supervisor,	Austin			
SAM L. ADAMS	Training Specialist,	Austin			
CURTIS BELL	Regional Supervisor,	Commerce			
CHARLES L. BODDEN	Regional Supervisor,	Stockdale			
ZANE G. BREWER	Regional Supervisor,	Lubbock			
WILLIAM C. BREWER	Regional Supervisor,	Paducah			
J. A. CHANDLER	Regional Supervisor,	Huntsville			
C. W. COX	Regional Supervisor,	San Antonio			
SILAS M. GRIDER	Regional Supervisor,	Henderson			
H. O. HARRIS	Regional Supervisor,	Denton			
CHARLES HARRISON	Regional Supervisor,	Dallas			
O. K. HOYLE	Regional Supervisor,	Seymour			
A. A. MARTIN	Regional Supervisor,	Edinburg			
EARL MORRISON	Regional Supervisor,	College Station			
THOMAS R. NEELY	Regional Supervisor,	Lubbock			
ROY V. PINSON	Regional Supervisor,	Comanche			
SCOTT RUSSELL	Regional Supervisor,	Taylor			
DURWARD S. STEWART	Regional Supervisor,	Huntsville			
R. L. TATE	Regional Supervisor,	Meridian			
FRED H. WADLEY	Regional Supervisor,	Arlington			
JESSE C. YOUNG	Regional Supervisor,	Cotulla			
<b>UTAH</b>					
(Same as for regular program)					
<b>VERMONT</b>					
CEDRIC A. LAFLEY	Assistant Supervisor,	Burlington			
<b>VIRGINIA</b>					
W. R. CRABILL	Assistant Supervisor,	Richmond			
J. M. CAMPBELL	Assistant Supervisor,	Richmond			
H. M. DAVIS	District Supervisor,	Berryville			
ROBERT SPARKS	District Supervisor,	Powhatan			
O. L. WADDELL	District Supervisor,	Appomattox			
W. W. CRAIGHEAD	(Negro) District Supervisor,	Richmond			
<b>WASHINGTON</b>					
(Same as for regular program)					
<b>WEST VIRGINIA</b>					
H. E. EDWARDS	Assistant Supervisor,	Charleston			
GUY E. CAIN	District Supervisor,	Charleston			
W. H. WAYMAN	District Supervisor,	Clarksburg			
BYRL L. LAW	District Supervisor,	Elkins			
<b>WISCONSIN</b>					
IVAN G. FAY	Supervisor,	Madison			
M. W. COOPER	Assistant Supervisor,	Madison			
HARRY M. NELSON	Assistant Supervisor,	Madison			
<b>WYOMING</b>					
MILLER BROWN	State Supervisor,	Cheyenne			
R. E. HELVEY	Area Supervisor,	Big Horn			
O. J. DEVERAUX	Area Supervisor,	Greybull			