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<tr>
<td>O. J. DEVERAUX</td>
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How far? Which way?

Each phase of the program should be subject to a periodic review. The procedures and results of evaluation of various phases of the program in agricultural education are reported in these pages.

The following months of the school year may be an appropriate time for teachers and their supervisors to look for opportunities to re-evaluate various phases of the program, resulting in progress and goals. Progress from day to day, month to month, and goals and objectives may be obtained by adjusting the program to take advantage of the opportunities presented during the school year and to be ready for the next phase of program evaluation year by year.

Programs are not the only element to be appraised. Sometimes we tend to look for the problems in the program. Evaluation is not a comparison of the values in each phase of the program against the expectations of the program. Evaluating programs is a consideration of each phase of the program against the expectations of the program. Evaluating the program in regard to its place in the total program of agricultural education may logically be treated as an undertaking worthy of our best efforts.

New and useful.

Three significant publications dealing with research in agricultural education are, or soon will be, available. The U.S. Office will publish a new edition of the Standards bulletin prepared by the research committee of the Agricultural Section of the A.A.A. The Review of Educational Research, October, 1958, will carry a chapter on Agricultural Education by E. S. Sutherland of California. W. H. Hamlin and G. P. Long of Illinois, have a section on agricultural education in the School of the Encyclopedia of Educational Research. The profession merits the publication of the first of its kind, and that is its place in the total program of agricultural education.
Our human relationships

RAY FIFE, Teacher Education, Ohio State University

Skills in building human values and appraising interpersonal relationships essential for success in teaching

The teacher of vocational agriculture is in a peculiar situation. Few teachers have traveled enough to have the opportunities to experience the factory world. In this new industry, few teachers in even the large cities can make the teaching as vocational as it might be. This is an impractical sort of the teacher of vocational agriculture. There is no one way to approach it which is more desirable. The teacher of vocational agriculture must have an interest in the subject without regard for human values because he is in a position to influence these values.

Some Basic Considerations

In appraising the intangible professional achievements of a teacher of vocational agriculture, it occurs to do the writer that we must begin with the teacher. Few people, it seems, understand the human problems of farm boys and have an understanding of the atmosphere in which farm boys have been reared. Nor are we so loved by boys until we, himself, love boys and enjoy boys. The use of these children, the way we understand clearly that education of any kind should be considered primarily with making desirable change in people. This objective is in keeping with the objectives of vocational agriculture as stated in the Smith-Hughes Act. In vocational agriculture, we are trying to lay a groundwork for a long-time program. It is a program that benefits the future of the student and the agricultural life of his community.

In appraising human relationships and human values, teacher must separate from the farm boy his own personal values. This involves no change in our philosophy since good vocational work has not attempted to do this. It is an integral part of the "intangible professional achievement" which we seek to bring about as an outcome of education. Regardless of the teaching we may employ, it should be based on the democratic philosophy.

It is especially desirable when we are dealing with the problems of vocational agriculture that we place marked emphasis on the problem of importance that we are at pattern of human values and the ability to influence these values through the school.

It should be unnecessary to state that in implying any form of approach to any child is primarily to influence him through the school's influence. It is important that we are at pattern of human values and the ability to influence these values through the school.

The indirect method is in many ways the only method that is used in the school. Whether we are concerned with the facts or the values it is mainly in the case of the values that the indirect method is the only one that is satisfactory. The direct method of teaching is characterized by the following:

1. Direct action of the direct method is usually more accurate than the indirect method.
2. The direct method is usually more effective than the indirect method.
3. The direct method is usually more practical than the indirect method.
4. The direct method is usually more adaptable than the indirect method.

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Appraising progress of the farm veteran trainee

CLOVIS JONES, Supervisor, Missouri

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

Methods and Materials
W. A. SMITH

Cooperative evaluation

JACK A. PRESCOTT, Teacher, Owosso, Michigan

...it is necessary in all schools to have a grade or mark which represents good performances... This is a difficult task for the vocational agriculture teacher, since all the phases of the agricultural curriculum are reviewed... Every student should have an opportunity to make his work and... It is a cyclic in which he refers to guide books or... A student cannot satisfy his work... Rool fertility and crop production projects... To develop an approved method... and it is based on the... The main purpose of the... is the hay crops and... It should be remembered that... There are several ways of... which the teacher of the... A group of Projects... have considered at least one... in rest of farming program... Are using at least 20 appropriate... such as, sanitation... The farmer must... Each is a set in... Teacher should have the... Classroom teachers were very... and are... There are no records available...

CULTIVATION OF PASTURES

1. Type of Evaluation Plan to be Used

2. Self-improvement—This... should be included in the... for each school; however, the... It should not be possible to... Adequate farm shop, labor... Among these... A method used was a... in the training of the... In the training of the... to include the... This eliminates the false... a group of students...
The first ten years

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

Five factors contributed to the success of the program in the community during the ten years. The Pine Grove FFA chapter is a special part of this school's program, as it is a key component in the agricultural education curriculum. In 1939, a group of students formed the chapter, and ever since, it has provided opportunities for students to engage in hands-on learning and develop a deep understanding of agricultural principles.

Each year, the students have had the chance to participate in various activities, including field trips, workshops, and competitions. The chapter has hosted a variety of events, such as the National FFA Convention, where students can network with other students and professionals in the field of agriculture. Additionally, the chapter has organized events to promote awareness of agricultural issues, such as the FFA Week, which is celebrated annually to raise awareness of the importance of agriculture.

The success of the chapter is attributed to the dedication of its members, mentors, and advisors. The chapter's growth and success are a testament to the value of agricultural education and the role it plays in preparing students for the future.

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

P. S. SIKERMA, Senior Student, Michigan State College

A student organization can be a valuable experience for students, as it provides them with opportunities to develop leadership skills, network with others in their field, and gain practical experience. In recent years, the Michigan State College has hosted a variety of student-led organizations, including the FFA, which has become a popular choice for students interested in agriculture.

The FFA chapter at Michigan State College is one of the largest and most active chapters in the state, with a membership of over 300 students. The chapter has a strong track record of success, having won numerous awards and received recognition for its contributions to the agricultural community.

The chapter's success is attributed to the strong leadership and support from faculty and advisors. The chapter has a strong focus on community service, and its members have participated in a variety of activities, such as raising money for scholarships and organizing food drives.

The chapter's success is also attributed to the strong network of alumni who support the chapter and provide guidance and mentorship to current members. The chapter's alumni have gone on to successful careers in agriculture and related fields, and they continue to support the chapter's efforts.

The chapter's success is also attributed to the strong community support, with businesses and organizations providing financial support and donations.

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Superintendent's views on the veterans' program

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

To the beginning, I have looked on the veterans' training program as an integral part of the educational program. I am sure that, as veterans are considered members of the local community, they bring an essentiality to the facilities of the agricultural and educational program. The supervisory staff of the State Department of Education and the Virginia College of Agriculture have given every assistance in directing and superintending the veterans' program at the farm. It is due to the members of the staff and the cooperation of the county supervisors that the veterans program has been successful.

The committee is composed of representatives from other agricultural agencies in the county and has been of much help in the instruction of the veterans. Students and veterans are reviewing the program of each veteran to see if it meets the requirements and is helping with his ability to carry out his projects. This committee is also meeting once in a while to make the instructors in recommending continuous improvements in the veterans' program.

The veterans' program is different from any other educational program and its success depends largely on the attitude of the veterans. They must be willing to accept the best qualified and most suitable teachers. It seems to me that every effort has been made to provide the best possible teaching program. With the cooperation of the veterans, Administration, the state and local agricultural supervisors, the total program of instruction which will meet the needs of the veterans is completely carried out so that more successful farmers may be trained.

Active Program

In this county, the veterans have present six well organized classes with an enrollment of over 200. These classes in five schools enable the veteran and the county advisory committee to take any available courses. These courses are given on a part-time basis and individualized to suit the needs of the veterans. Some interesting individual accomplishments have been noted as a result of the veterans' program. For instance, one veteran who had a small farm of less than one acre and less than 50 chickens had increased the number of cows served to the point that a cattle buyer for the meat company asked him if he would like to sell his herd of cows. Also, one veteran who has a small farm of less than one acre and less than 50 chickens has increased his herd of cows to the point that a cattle buyer for the meat company has asked him if he would like to sell his herd of cows.

One thing is certain that veterans are being trained on a part-time basis and individualized to meet the needs of the veterans. The program is designed to prepare the veterans for the best possible teaching program. With the cooperation of the veterans, Administration, the state and local agricultural supervisors, the total program of instruction which will meet the needs of the veterans is completely carried out so that more successful farmers may be trained.

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One thing is certain that veterans are being trained on a part-time basis and individualized to meet the needs of the veterans. The program is designed to prepare the veterans for the best possible teaching program. With the cooperation of the veterans, Administration, the state and local agricultural supervisors, the total program of instruction which will meet the needs of the veterans is completely carried out so that more successful farmers may be trained.

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Closing the gap between research and practice

(Continued from Page 221)

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

<table>
<thead>
<tr>
<th>Test</th>
<th>Plot or Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Crop grown on the field last year</td>
<td></td>
</tr>
<tr>
<td>2. Soil test showed the pH of the soil to be</td>
<td></td>
</tr>
<tr>
<td>3. Tons manure and</td>
<td></td>
</tr>
<tr>
<td>4. Grade of seed purchased (round, flint, etc.)</td>
<td></td>
</tr>
<tr>
<td>5. Hybrid which was used</td>
<td></td>
</tr>
<tr>
<td>6. Pounds 10-10-10 applied</td>
<td></td>
</tr>
<tr>
<td>7. Pounds of fertilizers applied to the soil (analysts)</td>
<td></td>
</tr>
<tr>
<td>8. Kind of fertilizer used (commercial or narrow shovels)</td>
<td></td>
</tr>
<tr>
<td>9. Number of cultivations</td>
<td></td>
</tr>
<tr>
<td>10. 2.4D was applied (yes or no)</td>
<td></td>
</tr>
<tr>
<td>11. Pounds of grain town after last cultivation</td>
<td></td>
</tr>
<tr>
<td>12. Corn planted showed best signs of growth (check)</td>
<td></td>
</tr>
<tr>
<td>13. Plants per acre at harvest</td>
<td></td>
</tr>
<tr>
<td>14. Yield per acre</td>
<td></td>
</tr>
<tr>
<td>15. Per cent moisture in harvest</td>
<td></td>
</tr>
<tr>
<td>16. Average ear size—dry weight (15%)</td>
<td></td>
</tr>
</tbody>
</table>

Actually the key to efficient corn production were used in the analysts. This year’s results became the basis for next year’s decisions and the establishment of new goals.

In Wise County, Texas, some forty miles northwest of Decatur, is the town of Decatur, county seat, with population of 8,000. This is not a typical county seat. The farmers of Wise County produce all the crops that are grown in the entire county. There is not a veterinarian, or a veterinary service, that is available. This is due to the location of the county seat. The crops that are grown in this county are the most important in the south. The farmers of Wise County are aware of this and they are working hard to make sure that their crops are grown efficiently.

Local seedmen cooperate in determining results in corn.

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

Analysis of Field Corn Enterprise

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Crop planted</th>
<th>Date planted</th>
<th>2050 plants per acre</th>
<th>2050 ears per acre</th>
<th>2050 yield per acre</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Johnson</td>
<td>123 Main St.</td>
<td>Corn</td>
<td>5/1/2023</td>
<td>500</td>
<td>400</td>
<td>200</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>456 Maple Ave.</td>
<td>Maize</td>
<td>5/1/2023</td>
<td>500</td>
<td>400</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Crop planted</th>
<th>Date planted</th>
<th>2050 plants per acre</th>
<th>2050 ears per acre</th>
<th>2050 yield per acre</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>789 Oak Dr.</td>
<td>Wheat</td>
<td>5/1/2023</td>
<td>500</td>
<td>400</td>
<td>200</td>
</tr>
<tr>
<td>Mary Jackson</td>
<td>012 Pine Ln.</td>
<td>Soybeans</td>
<td>5/1/2023</td>
<td>500</td>
<td>400</td>
<td>200</td>
</tr>
</tbody>
</table>

Coe-operative evaluation

(Continued from Page 221)

Have added my chapter in an increasingly co-operative activities listed on program of work.

6. Community service.

Have added my chapter in an increasingly co-operative activities listed on program of work.

7. Planning and development.

Have added my chapter in an increasingly co-operative activities listed on program of work.

8. Publicity.

Have added my chapter in an increasingly co-operative activities listed on program of work.

9. Scholarship.

Have added a "C" average or better in all classes.

10. Raising stake for classes in Agriculture and Farm Camps.

11. Research.

Have added a "C" average or better in all classes.

12. Attitude in classes.

Have added a "C" average or better in all classes.


Have added a "C" average or better in all classes.


Have added a "C" average or better in all classes.

15. Attitude in farm shop.

Have added a "C" average or better in all classes.


Have added a "C" average or better in all classes.

The value of crop grant in corn is pointed out by the teacher of agriculture.
A look at F.F.A.

A. K. Tempferley, Superintendent, Tappahannock, Virginia

The evaluation of any educational program should be done in the light of the objectives of the entire program and the objectives of the particular segment of the program being evaluated.

If we accept the premise that public school education is the development of the intellectual, the development of the moral, and the development of the social, then the answer to our question is yes. This, of course, is an oversimplification of the problem or condition, for if we are to believe that education is not only for the present but also for the future, then the development of the individual is of prime importance.

The Tappahannock Chapter has in the past and will continue to provide opportunities for young people to express their ideas in an unprejudiced manner. We believe that our members should be encouraged to express themselves freely, for this is the way in which the F.F.A. hopes to contribute to community well-being.

F.F.A. and the community

JAMES E. HAMILTON, Advisor

Local farm social affairs as the boys engage in order the direction of F.F.A. activities to enhance the social spirit of farm life and lend a dignity to farming as a vocation, regular social events and social activities are used to develop farming as being a good way of life.

Probably the most important part of the F.F.A. program as a developer of the superseded project work carried out under F.F.A. supervision.

Under the supervised project work the boys have the advice and counsel of not only his instructor but also experts in his field of his operation. The keeping of records necessary to the proper evaluation of the project when carried out with larger operations after school days are over.

"The Boat"ing of a loan at the local bank (and we have two local banks) and the repayment of the loan is an experience that gives the boys an idea of how much hard work it takes to meet one's obligations.

We take pride in accomplishing something. The F.F.A. program gives boys a chance to compete with himself in his own field and to end up with something that he had at the start. Even though his project ended with a monetary loss his experience gained in carrying out his project through to completion will aid him in his understanding of the requirements of showing his project along with others. He has accomplished something and he should be fortunate enough to win a third place ribbon his joy knows no bounds.

Yes, as a school administrator I think the F.F.A. program does its part for the community and we have been running our nation at this point never."
Soil management

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Adult Farmer</th>
<th>Young Farmer</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Training</td>
<td>2.08</td>
<td>1.96</td>
<td>2.01</td>
<td>2.65</td>
</tr>
<tr>
<td>Controlled</td>
<td>1.96</td>
<td>2.11</td>
<td>2.11</td>
<td>1.89</td>
</tr>
</tbody>
</table>

As I look back upon more than thirty-five years experience in agricultural college student teaching and research, I have been impressed with the realization that the students and teachers have many important responsibilities in agricultural practices which I had a chance to be involved in. It is very important, I think, that the teacher who goes into the work of the students and teachers must have a chance to work in the field, to teach the practical work of the students and teachers who have had such opportunities. I am sure that the students and teachers should have as much opportunity as possible to work in the field, to teach the practical work of the students and teachers who have had such opportunities.
Teamwork solves local problem

(Adapted from Page 329)

gathered here to thresh out a problem with which we are all too familiar. We have the lime proclivities, the trouble- some vines, and the lousy flocks of birds. Let's give each our opinion as to what should be done and start with the problem we have been grappling with for a long time:

We have a lime problem. The farmer who lives down the road from me has a lime problem. The farmer who lives across the street from me has a lime problem. It seems that we have a lime problem all over the place. Let's work together to solve this problem.

Selecting a farmer for certificate of recognition

(From Page 329)

Each FFA chapter in the state may select one farmer residing anywhere in the state who is selected as the person who best exemplifies the ideals of the FFA. This person is then honored with a certificate of recognition. In selecting a person for this honor, the following points should be considered:

1. Has he developed a quality farm product?
2. Has he diversified or adopted a superior method of marketing his products?
3. Has he applied on his farm superior methods in animal husbandry, plant production, and soil conservation?
4. Has he been a community-minded, cooperative citizen, interested in and active in community activities and activities in their profession?
5. Is he a farmer who is fostering the education of boys for farming, and cooperating in the development of programs that will further such education?

Kinesan P.F.A.
State News Letter

Securing member participation

(Continued from Page 329)

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

This one accomplishment alone has secured a physical materiality to the community. It has brought together the sweater sun, toil, and toil, and secured a promise of better life to be had without the struggle of the past. It has brought to each group a feeling that they can do what they are doing.

The P.F.A. has cooperated with the two agencies on this problem by giving public speeches. Public meetings of the local chapter speaking contest occurred in the district in October. The theme of "Local Community Cooperation Pay Offs" was the topic.

One of our largest farmers' associates, and our adult group learned to work together, the adults, all the adults of all groups not once times during the past year. The year ended with all the groups of the local chapter office in the local chapter office. "Dear Stream," each new state officer of a new state officer was a distinguished one. Performed its duties during the summer. Each group was able to discuss the problems of the others and had a pride in so doing.

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Occupational distribution

JOSEPH T. HUDSON, Teacher, Birmingham, Alabama

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

Population and Sampling

The study was made in investigations in which 500 former Negro students of vocational agriculture in Alabama were selected at random. The distribution of former Negro students of vocational agriculture in Alabama was used as the basis for the sampling. The following procedures were used:

1. A letter was sent to all 42 Negro teachers of vocational agriculture in Alabama inviting them to participate in the study. This letter contained the purpose and importance of the study. Those receiving the questionnaires were asked to select at random 10 or more of their students who graduated either in vocational agriculture or in agricultural education. The findings might be used by a newer teacher to plan an effective course of instruction for students.

2. The pupil, the teacher, and the community should cooperate in the achievement of this program. The achievement of this program is the result of three criteria, the criteria are:

   a. Supervised Farming Program
   b. Classroom work
   c. FFA activities
   d. Home and farm work

3. The criteria for achieving this program are: Supervised Farming Program: 100%, Classroom work: 100%, FFA activities: 100%, Home and farm work: 100%.

4. There is no need for a new teacher to begin an effective course of instruction for students.

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Studies in progress in agricultural education

SOUTHERN REGION


Cook, JAMES R. - A Study of the Abnormalities of the Liberty County, Production and Marketing Administration, 1946-47. M.S. Sam Houston State Teachers College.


HUTTON, HENRY G. - History and Development of Vocational Farm and Home Training Programs in the State and University of Arkansas.


KUTT, R. E. - Training Potentiality of Certain Technical and Vocational Activities, New Orleans, University of Louisiana.


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


Neal, RAY V. - A Study of Certain Selected Factors and Their Relation to the Farm Management Efficiency Among Farmers in the Southern On-Farm Training Program in Georgia. Thesis. M.S. University of Georgia.


Shaw, LAWN - Farm Mechanization Abilities of Vocational Agriculture Teachers in Arkansas Upon Their Entry into Teaching Service. Non-thesis. University of Arkansas.

SHAW, LAWN - Farm Mechanization Abilities of Vocational Agriculture Teachers in Arkansas Upon Their Entry into Teaching Service. Non-thesis. University of Arkansas.


THOMPSON, E. G. - Determining the Cost of a Farm Power and Marketing Program for Vocational Agricultural High Schools of Tennessee. Thesis. M.S. University of Georgia.


More effective learning in the farm shop

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

DIRECTORY
Vocational Education in Agriculture

Section 1

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—directors
a—assistant supervisors
fac—regional supervisors
fs—district supervisors
FPA—Farms Program Administration

T—teacher trainers
H—Hispanic teacher trainers
R—research workers

Nt—Nebraska teachers
em—enterprise, subject matter specialists

IN—Indiana teachers
As—area supervisors

ALABAMA

d—R. E. Casmear, Montgomery
a—L. J. Haller, Montgomery
fac—W. E. Robinson, Auburn

ARKANSAS

d—J. M. Adams, Little Rock
a—C. W. Willey, Little Rock

GEORGIA

d—M. D. Molter, Atlanta
a—J. G. Mitchell, Atlanta

DELWARE

d—W. W. Renner, Newark
a—L. E. McIver, Dover

FLORIDA

d—T. D. Bailey, Tallahassee
a—Harry Wood, Tallahassee
fac—H. W. Ginnis, Gainesville


GEORGIA

d—M. D. Molter, Atlanta
a—J. G. Mitchell, Atlanta

HAWAII

d—W. H. Cleator, Honolulu, H. T.

IDAHO

d—William Kerr, Boise

ILLINOIS

d—Rudolph O. Bower, Springfield
a—W. H. Wynn, Urbana

MICHIGAN

d—Ralph C. Wrinch, Lansing
a—Harry B. Seidel, Detroit

INDIANA

d—Dana E. Walker, Indianapolis
a—H. B. Wheeler, Indianapolis

IOWA

d—H. T. Hall, Des Moines
a—M. E. Herndon, Des Moines

MACON

d—J. M. McCall, Macon

MARYLAND

d—John A. Beil, Baltimore
a—Harry M. S. MacDonald, Baltimore

MASSACHUSETTS

d—N. M. Sargent, Boston
a—H. H. H. Bowers, Boston

KANSAS

d—O. M. Miller, Topeka
a—W. Pollock, Topeka

KENTUCKY

d—Watson Armstrong, Frankfort
a—E. F. Hilton, Frankfort

LOUISIANA

d—J. R. Gamble, Baton Rouge

MICHIGAN

d—Ralph C. Wrinch, Lansing
a—Harry B. Seidel, Detroit

MICHIGAN

d—Ralph C. Wrinch, Lansing
a—Harry B. Seidel, Detroit

MINNESOTA

d—Harry C. Scholten, St. Paul
a—E. C. Cothern, S. Paul

MISSISSIPPI

d—H. B. Maddox, Jackson
a—J. F. Batterham, Oxford

MONTANA

d—S. J. Steele, Billings
a—W. H. Herzke, Billings

NEBRASKA

d—H. D. Underhill, Nebraska City

NEW JERSEY

d—Morgan Q. Deer, Trenton
a—R. L. Hone, Trenton

NEW MEXICO

d—H. W. Atwood, Las Cruces
a—W. H. Jones, Las Cruces

NEW YORK

d—John A. A. Forney, Rochester
a—W. H. C. Shaffer, Rochester

OAHU

d—R. W. Small, Honolulu

OMAHA

d—H. R. Keating, Omaha

ONTARIO

d—L. H. G. James, Toronto
a—H. F. James, Toronto

ORANGE

d—Frank C. Smith, Orange
a—E. W. King, Orange

PA Hospital

d—R. E. Worsham, Philadelphia
a—W. H. Bowers, Philadelphia

PA State College

d—J. H. Roderick, State College
a—W. H. Bowers, State College

CONNECTICUT

d—Eugene O. O'Brien, Hartford
a—I. H. Hahn, Hartford

RHODE ISLAND

d—R. E. Maloney, Providence
a—W. H. Wintz, Providence

SOUTH CAROLINA

d—J. H. Allen, Columbia
a—R. L. Hone, Columbia

SOUTH DAKOTA

d—J. F. P. oven, Yankton
a—J. E. F. Hagen, Yankton

TENNESSEE

d—C. A. Pullen, Nashville
a—J. E. T. Dutton, Nashville

TEXAS

d—H. T. P. Allen, Waco
a—J. E. T. Dutton, Waco

VERMONT

d—E. W. Bailey, Montpelier
a—J. E. T. Dutton, Montpelier

WASHINGTON

d—Dana E. Walker, Seattle
a—H. B. Wheeler, Seattle

WISCONSIN

d—R. E. Maloney, Madison
a—J. E. T. Dutton, Madison

WISCONSIN

d—R. E. Maloney, Madison
a—J. E. T. Dutton, Madison

WYOMING

d—R. C. Coates, Cheyenne
a—J. E. T. Dutton, Cheyenne

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

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

OFFICE OF EDUCATION, WASHINGTON, D. C.


MARYLAND

d—John A. Beil, Baltimore
a—Harry M. S. MacDonald, Baltimore

MASSACHUSETTS

d—N. M. Sargent, Boston
a—H. H. H. Bowers, Boston