# Vocational Education in Agriculture

## Section I

### Directors, Supervisors, and Teacher Trainers

**Key to Abbreviation Used**
- d: director  r: regional
- s: supervisor  p: parent
- e: extension  f: field
- t: teacher  a: agricultural
- e: vocational

### Alabama
- d: E. A. Moore, Montgomery
- s: J. T. Ogle, Montgomery
- t: J. H. Anderson, Montgomery
- a: A. W. McCombs, Montgomery

### Arkansas
- d: J. W. Allen, Pine Bluff
- s: W. E. Brown, Pine Bluff
- t: J. H. Sample, Pine Bluff
- a: J. E. Pearson, Pine Bluff

### Delaware
- d: W. J. Reade, Dover
- s: J. H. Miller, Dover
- t: J. H. Sample, Dover
- a: J. E. Pearson, Dover

### Florida
- d: J. H. Sample, Tallahassee
- s: J. H. Miller, Tallahassee
- t: J. H. Sample, Tallahassee
- a: J. E. Pearson, Tallahassee

### Georgia
- d: J. S. Spain, Atlanta
- s: J. L. Smith, Atlanta
- t: J. L. Smith, Atlanta
- a: J. S. Spain, Atlanta

### Illinois
- d: J. A. Borden, Peoria
- s: J. L. Smith, Peoria
- t: J. L. Smith, Peoria
- a: J. A. Borden, Peoria

### Indiana
- d: J. S. Spain, Indianapolis
- s: J. L. Smith, Indianapolis
- t: J. L. Smith, Indianapolis
- a: J. S. Spain, Indianapolis

### Iowa
- d: J. S. Spain, Des Moines
- s: J. L. Smith, Des Moines
- t: J. L. Smith, Des Moines
- a: J. S. Spain, Des Moines

### Kansas
- d: J. L. Smith, Lawrence
- s: J. S. Spain, Lawrence
- t: J. L. Smith, Lawrence
- a: J. S. Spain, Lawrence

### Kentucky
- d: J. S. Spain, Frankfort
- s: J. L. Smith, Frankfort
- t: J. L. Smith, Frankfort
- a: J. S. Spain, Frankfort

### Louisiana
- d: J. S. Spain, Baton Rouge
- s: J. L. Smith, Baton Rouge
- t: J. L. Smith, Baton Rouge
- a: J. S. Spain, Baton Rouge

### Michigan
- d: J. S. Spain, Lansing
- s: J. L. Smith, Lansing
- t: J. L. Smith, Lansing
- a: J. S. Spain, Lansing

### Minnesota
- d: J. S. Spain, St. Paul
- s: J. L. Smith, St. Paul
- t: J. L. Smith, St. Paul
- a: J. S. Spain, St. Paul

### Missouri
- d: J. S. Spain, Jefferson City
- s: J. L. Smith, Jefferson City
- t: J. L. Smith, Jefferson City
- a: J. S. Spain, Jefferson City

### Mississippi
- d: J. S. Spain, Jackson
- s: J. L. Smith, Jackson
- t: J. L. Smith, Jackson
- a: J. S. Spain, Jackson

### Missouri
- d: J. S. Spain, Columbia
- s: J. L. Smith, Columbia
- t: J. L. Smith, Columbia
- a: J. S. Spain, Columbia

### North Carolina
- d: J. S. Spain, Raleigh
- s: J. L. Smith, Raleigh
- t: J. L. Smith, Raleigh
- a: J. S. Spain, Raleigh

### Ohio
- d: J. S. Spain, Columbus
- s: J. L. Smith, Columbus
- t: J. L. Smith, Columbus
- a: J. S. Spain, Columbus

### Oklahoma
- d: J. S. Spain, Oklahoma City
- s: J. L. Smith, Oklahoma City
- t: J. L. Smith, Oklahoma City
- a: J. S. Spain, Oklahoma City

### Oregon
- d: J. S. Spain, Portland
- s: J. L. Smith, Portland
- t: J. L. Smith, Portland
- a: J. S. Spain, Portland

### Pennsylvania
- d: J. S. Spain, Harrisburg
- s: J. L. Smith, Harrisburg
- t: J. L. Smith, Harrisburg
- a: J. S. Spain, Harrisburg

### South Carolina
- d: J. S. Spain, Columbia
- s: J. L. Smith, Columbia
- t: J. L. Smith, Columbia
- a: J. S. Spain, Columbia

### Tennessee
- d: J. S. Spain, Nashville
- s: J. L. Smith, Nashville
- t: J. L. Smith, Nashville
- a: J. S. Spain, Nashville

### Texas
- d: J. S. Spain, Austin
- s: J. L. Smith, Austin
- t: J. L. Smith, Austin
- a: J. S. Spain, Austin

### Utah
- d: J. S. Spain, Salt Lake City
- s: J. L. Smith, Salt Lake City
- t: J. L. Smith, Salt Lake City
- a: J. S. Spain, Salt Lake City

### Virginia
- d: J. S. Spain, Richmond
- s: J. L. Smith, Richmond
- t: J. L. Smith, Richmond
- a: J. S. Spain, Richmond

### Washington
- d: J. S. Spain, Olympia
- s: J. L. Smith, Olympia
- t: J. L. Smith, Olympia
- a: J. S. Spain, Olympia

### Wisconsin
- d: J. S. Spain, Madison
- s: J. L. Smith, Madison
- t: J. L. Smith, Madison
- a: J. S. Spain, Madison

### West Virginia
- d: J. S. Spain, Charleston
- s: J. L. Smith, Charleston
- t: J. L. Smith, Charleston
- a: J. S. Spain, Charleston

### Wyoming
- d: J. S. Spain, Cheyenne
- s: J. L. Smith, Cheyenne
- t: J. L. Smith, Cheyenne
- a: J. S. Spain, Cheyenne

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**Note:** Please report changes in personnel for this directory to Dr. W. E. Smith, Chief, Agricultural Education, U. S. Office of Education.
Hidden cost an issue in agricultural education

In a number of states there is considerable alarm about the high total cost of many miscellaneous items high school pupils or their parents have to pay in order to attend school. It is believed that many children of secondary-school age have been kept out of or eliminated from school.

Extensive studies have shown that there is a close relationship between the economic status of a child's family and the amount of secondary education the child receives. Recognizing that there will always be differences in the economic status of families, vocational agriculturalists try to adjust their programs to bear down impartially upon the children of the lower economic class.

Extra Cost

The issue of hidden costs in agricultural education is an especially complicated one. Some of the costs which must be paid by individual students or their parents in some or all schools are costs of financing farming programs; shop materials; textbooks; tests; FFA dues, jackets, and insignia; social events, trips, and additional contributions for charitable purposes. Some of these, such as the costs of farming programs and shop materials, may be regarded as opportunities for investment. Others of them are usually paid from funds earned by FFA chapters. The amounts which come from individuals vary widely from school to school.

There is no question that school and social pressures require the expenditure by agriculture pupils of considerable sums for "extras." There should always be alert as to the effects of these expenditures upon our pupils and their families. An awareness of the amount and nature of hidden costs, and of the attitudes of pupils and parents toward them might feed us to find better ways of financing some of our undertakings.

Way of Keeping Costs Low

In many schools the situation is quite satisfactory. Credit agreements are made by the boys whose parents cannot furnish shop materials. An effort is made to secure experience by working on projects for others which supply the materials. The school itself provides tests and references, and is kept low by charging a rental for rather than requiring their purchase. The FFA chapter, through these the boys may have a choice of various vocational agriculture activities, carried on in the boy's spare time, which are educational to the individuals involved and from which the costs of all FFA dues, activities, and equipment can be paid from contributions. It can be made easier for some hidden costs in agriculture education if the teacher is able to develop an active FFA program.

Teachers who wish to make their own studies of hidden costs or join with their fellow-teachers in making school-wide studies will find a publication of the Illinois Cooperative Secondary School Curriculum Program, How to Conduct the Hidden Cost Study, which is available from the Office of the State Superintendent of Public Instruction, Canton Building, Springfield, Illinois.

Sane selection policies

What do you think of our practices in selecting State and American Farmers or "Class Farmers?" How much emphasis should we give to the financial accomplishments of the boys? Should we select boys who through some exceptional circumstances are able to report earnings which are of little comfort to what most reasonably can be expected or are entirely beyond those which could be credited to vocational agricultural training? Vocational agricultural education is supposed to provide for training "equipped for those who have entered upon or are preparing to enter upon the occupations of the farm." We surely do need to keep the local, state, and national public informed as to our purposes and procedures. Thousands of vocational agricultural students in all-day, young farmers and their chosen or carrying on farming programs and other FFA activities to which vocational agriculture can justly point with pride.

True Representation

The American Farmer degree is supposed to represent the pinnacle of achievement in the national organization of Future Farmers of America. The State Farmer for each region and for the nation represents the top achievement among those elected to the American Farmer degree. It is highly important that those selected for these high honors be given national publicity as being highly representative of the achievement of vocational agricultural training, so that really represent the results of such training.

Everyone who has had the pleasure of seeing in the home shows that the $500 earning requirement for American Farmer candidates results freer Qualitative standards for the honors which are to be awarded and confirmed from time to time are not the decisions of conventions and other groups.

Community Acceptance

Under some system of selection, the ambitions of boys, parents, instructors, and state officials being as they are, there are bound to be intangibles in the overwhelming majority of candidates and the selections of others. Inasmuch, however, as many of these decisions are the result of vocational agricultural activities, all of us must take pains to see that they represent goals which befit the farmers in our communities will accept and sustain. When we accept a record not of $500 but of $500 or $100,000, which is to say that such standards are to be sustained to be respected by those who know them of a large number of boys, there are bound to be intangibles in the decisions of ours who have not been acquainted with the lifestyle and the soil which is to act as a financial independence.

The American Farmers and the Star Farmers should be selected by representatives of farm boys whose achievements are the result of vocational training in agriculture.
Looking ahead

**Trends**

WALTER SCHROEDER, Teacher, Olivet, Michigan

The 1950 farm-school year at the University of Illinois provided an exchange of ideas between groups of teachers of vocational agriculture and students from fifteen (15) rural communities and eight (8) urban centers. The visitors were from the central, southern, and western parts of the United States and were given to part-time farmers.

**Some issues and problems as seen by the National Association**


L. E. CROSS, Chairman and LEROY BUNNELL

It is suggested that state associations or committees be chosen, elected, or assigned to survey, study, outline, and make recommendations on a number of problems vital to the teacher of vocational agriculture. Problems listed below are suggested as pointers.

- Should local associations consider standards for the vocational education program in the nation?
- Should the activities of the Future Farmer magazine be improved?
- Should vocational agriculture education be improved?
- Should an agricultural education program be adopted by colleges and universities?
- Should a national schools extension fellowship program be organized?
- Should the FTOC be reorganized?
- Should we establish a long-range plan for federal vocational agriculture construction?
- Should we establish a labor education extension service?
- Should we plan for a government future farmers' education program?
- Should the federal government and military cooperate to the greatest extent possible?
- Should federal funds support educational programs?
- What are the best ways to help the student in his training?
- What should be the relation of the federal government in helping public school districts afflicted by federal aid?
- What changes should be made in the educational programs of the various states?
- Should Congress approve interstate agricultural education programs?
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I. Educational objectives of the F.F.A.

LEO L. KNIGHT, Teacher Education, University of Minnesota

5 per cent random sample of the teachers of agriculture in Illinois was asked two educational objectives which they sought to achieve through their F.F.A. chapters. The objective most often mentioned was "to teach students how to make a list of things to do that will lead the group closer to its goal." This objective was mentioned by 80 per cent of the teachers. The second most frequently mentioned objective was "to stimulate the thinking of the students about the relationship between agriculture and other subjects studied in school." This objective was mentioned by 70 per cent of the teachers.

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The fundamentals of educational method

J. A. STARRAK,
Teacher Educator, Iowa State College

This basic problem in education is man. How shall we understand man? How shall we teach him? All educational problems, and they are really one problem, are a direct result of these two problems. If we know the fundamental nature of man, the effectiveness of our instruction would be marred.

In this paper it is proposed that we should use man as the starting point. How should we teach him? Since it is not feasible to give all the instructional methods at present as not all are effective. The most efficacious method is that which becomes well known for each one of us, "How can I increase the effectiveness of my instruction?"

Defining Effective Instruction

Sometimes the best way of arriving at something is to ask other questions, and for the present let us adopt that system of question: What do we mean by effective instruction? When is our teaching effective?

Among the various tentative answers which I have received this thought has grown: If one will study his own mind, his own body, his own experience, he will have been pretty well satisfied if his students knew exactly what and how they had learned the material in the course, regardless of whether or not they had applied it. This is the basis of the next question: Are personal changes ever brought about? What are the basic elements or factors which normally occur in producing change in human behavior and as making such changes permanent?

Resolving Conflicting Theories of Psychology

The search is made to solve this question and to solve, it is found, the innumerable causes of the various systems of individualism have been created by their own vital forces. The next question is: Is there not some kind of pattern which will lead to the development of a comprehensive theory of personal change?

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Multiple teacher departments

HARRY W. KITTS, Teacher Education, University of Minnesota

A department of vocational agriculture in a community school should develop a program that:
1. is flexible enough to serve the needs of the area
2. is based on the needs and interests of the students
3. uses instructional materials related to the community
4. is able to accommodate students who are not yet in high school
5. provides for flexible scheduling
6. involves all students in the community
7. coordinated with other educational programs
8. creates a positive educational, social, and vocational environment
9. contributes to the educational, social, and vocational development of all students
10. provides for the education of all students in all educational programs.

Two Teachers Required for Comprehensive Program

As demands for vocational services have increased, there is a need for additional teachers to assist in the development of the program. Several school boards have hired new or more teachers to develop and carry out their vocational programs. The teacher who is hired in a new position must have a thorough knowledge of the work of the school board, including its policies and procedures. In addition, the teacher must be able to work effectively with students and parents.

College Records of Teachers

The College of Agriculture at the University of Minnesota offers a wide variety of courses in agriculture, including courses in farm management, crop production, animal science, and environmental science. The College also offers a variety of degree programs, including the Bachelor of Science in Agriculture, the Bachelor of Science in Agriculture Education, and the Bachelor of Science in Agricultural Engineering.

Procedure

Data were collected from all of the teachers who began teaching vocational agriculture in Michigan, Minnesota, and Wisconsin in 1940. Those who were teaching in 1941, 1942, or 1943 were included. Teachers who had been teaching for less than five years were included. A total of 185 teachers were included in the study, 65 of whom had been teaching for less than five years of those who had been teaching.

Affiliations

The membership of teachers in clubs, fraternal and service organizations is important in the development of the teacher's personality. In order to develop good citizenship, it is necessary for teachers to participate in the activities of the organizations. The membership of teachers in these organizations will vary from school to school, but it is important to ensure that teachers are actively involved in the organizations.

Science

Social Science

Science

Social Science

Figure 1. Percentage of teachers who participated in activities of the school district, state, and national organizations.
The Problem

Many agricultural departments are overcrowded with advisory groups and the problems of governing these groups are considered necessary because their schools have no official policies regarding advisory groups.

Some teachers feel that their school administrations do not adequately support their advisory groups and that they are used to be supported by the boards of education and other administrative officials. In many of these cases, the boards of education force the teachers to have a serious conversation on the use of advisory groups, especially when they are being used for special purposes. The boards of education have given the emphasis on the importance of having advisory groups.

General policy, when adopted, should be made known to the public community to give the community an idea of the object to be achieved and to make the board and the council aware of the purpose of the program. The board or council should develop a general policy regarding the use of advisory groups.

A policy regarding the use of advisory groups should include the following:

1. The purposes and functions of the departments.
2. The territory and the clientele it is to serve.
3. How its work is to be evaluated.
4. Its relationships to the rest of the school.
5. Relationships to out-of-school agricultural and educational agencies.

In all too many departments, these matters are as vague as the status of advisory groups.

Nature of a Policy Statement

A statement of policies governing advisory councils and committees should be made to accurately determine the functions of these committees.

An agricultural advisory group is considered to be the principal or general that school policy is authorized by the board or its representative. A board or county may be properly asked to write a council that holds certain powers. A council that distributes as much of the state's money as it can, and 6. Special sessions—comment (We learn how others have compensated this program.)
7. General and similar meetings
8. Conducted tours on home farms and other farms.

Some of the advantages of group counseling: 1. Class sessions are too long (three hours).
2. Some programs have been regaled too much.
3. It is not proper that some of our students work and ask questions during their classes, and we must respect the students in this regard.
4. Where are we going? To partially answer the first question, I would say that we have not answered it ourselves, but have made it in the minds of specific veterans.
5. We must appreciate the comment when he entered our program that he hoped we wouldn't program the whole of the soil erosion. Last fall it was my pleasure to visit this veteran and to notice that by our plain account we have added to the opportunities of veterans.
6. In a society as complex as ours we need to use all the tools we can during the course of our public relations program; therefore, this is an added reason for having excellent physical facilities.

During the course of the students in Ohio State University, I have frequently been asked to conduct classes in the area of public relations and appreciation in this area.

The third veteran would like us to mention purchased a small farm and retired. The veteran's instructor reports this man has made tremendous changes in the farm where he lives. His machine is old, his field borders are a minimum of labor. Was it possible for him to make any changes in his field borders?

Many more instances could be cited.

Not all of them successful.

Are we going to gather these veterans for a meeting? A number of these young men have indicated that they would like to have additional education along lines similar to the veterans' program with class to be interested along with the veterans. We have built up a good system for additional education.
Do we need . . . . Symbols and ceremonies for young farmer groups?

WILLIAM MONTGOMERY, Student in Agricultural Education, Ohio State University

The Franklin, Ohio, Young Farmers A. M. Association, which was organized in 1950, has developed an initiation ceremony for their members and has also developed symbols for each officer in the local association. President Marion Dawson reports that both of these devices have added to the interest of the members in their association.

The officers’ symbols are used at each officers’ station during each regular meeting. The gavel is the symbol of the president’s station since the gavel is a necessary tool of the presiding officer in conducting a meeting. As a symbol of the vice-president’s station, the symbol of a tractor was adopted. It was decided by the group that this symbol would be appropriate for this office since the general purpose tractor is one of the greatest helpers to the farmer and the vice-president’s duties are to help the president in carrying out his duties. For the secretary’s position, the Ohio farm account book has been adapted as a symbol since the secretary is the one who keeps the record of the organization and since the farm account book is a record which is used most of the time by young farmers in keeping accounts of their own businesses. At the treasurer’s station the symbol is a 10-inch plywood disc painted silver with a lindy dollar sign in the middle. Connected miniature baseball bats are the symbol of the athletic director’s station.

The Franklin County Young Farmers Association is the first association to be organized in Ross County. Officers of the group include: President, Marion Dawson; Vice President, Gene A. Cant; Secretary, John G. Goy, Treasurer, Joe Cleland, and Athletic Director, H. D. Sturz. H. D. Sturz is advisor to the group.

Mr. Erum is also a supervising teacher for the Department of Agricultural Education at Ohio State University and he gives a part of the credit for the development of the initiation ceremony and the officers’ symbols to William S. Montgomery and Robert E. Wilson, who were student teachers in this school at the time the association was formed.

Young Farmers leadership conference

MACK NICHOLS, Director Salt Lake City, Utah

The Young Farmers Leadership Conference, 1951, was attended by over 800 representatives from all parts of the United States and Canada. The conference was held at the Salt Palace in Salt Lake City, Utah, from May 24 to May 28, 1951.

Huntley Project F.F.A. Chapter

The Huntley Project F.F.A. Chapter at Huntley, Montana, has a membership of 12 members. The chapter was established in 1950 and has made great progress in its first year.

The Little International by the

DEAN S. PENNER, Teacher, Woodford, Montana

The Little International Livestock Show is sponsored by the Huntley Project F.F.A. Chapter at Huntley, Montana. The show is held in theive of livestock and is open to all 4-H clubs in the area. The judging is done by a panel of livestock judges who are members of the local community.

NFA Officers Visit Ewing

National officials of the NFA held a meeting at Ewing, Illinois, on August 26, 1951. The meeting was held at the Ewing High School and was attended by over 100 members.
Improving our Techniques in Evaluation

Swine management practices

Used by participants of the institutional-on-farm training program for veterans

E. J. AGAN, Teacher, State College, Wayne, Nebraska

The purpose of this study was to evaluate the effects of the following practices for veterans: examining the swine management practices in the drawing period, and the practices of the veteran's swine management program compared with the practices of the veteran's swine management practices at that time.

The study included evaluations of the following practices: the swine management program used at the State University, the swine management program used at the State University, and the swine management practices used at the State University.

Table 1: Analysis of Variance with Stratification on Adult Education.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Degree of Freedom</th>
<th>Observed mean squares</th>
<th>Expected mean squares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>2</td>
<td>4542.09</td>
<td>4542.09</td>
</tr>
<tr>
<td>Treatment x Sex</td>
<td>2</td>
<td>4751.32</td>
<td>4751.32</td>
</tr>
<tr>
<td>Interaction</td>
<td>4</td>
<td>2098.65</td>
<td>2098.65</td>
</tr>
<tr>
<td>Interaction x Sex</td>
<td>4</td>
<td>709.15</td>
<td>709.15</td>
</tr>
<tr>
<td>Residuals</td>
<td>13140</td>
<td>23113</td>
<td>23113</td>
</tr>
</tbody>
</table>

Note: The degree of freedom for each variable was calculated.

Table 2: Type of Table Used to Compute Responses Made to the Individual Items.

<table>
<thead>
<tr>
<th>Degree of Analysis</th>
<th>Code</th>
<th>Treatment effect</th>
<th>Control effect</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>3</td>
<td>swine management practices</td>
<td>swine management practices</td>
<td>4</td>
<td>20</td>
<td>53</td>
<td>27.7</td>
</tr>
<tr>
<td>U</td>
<td>3</td>
<td>swine management practices</td>
<td>swine management practices</td>
<td>4</td>
<td>21</td>
<td>24</td>
<td>21.4</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>swine management practices</td>
<td>swine management practices</td>
<td>3</td>
<td>6</td>
<td>12</td>
<td>5.4</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>swine management practices</td>
<td>swine management practices</td>
<td>4</td>
<td>17</td>
<td>56</td>
<td>30.8</td>
</tr>
<tr>
<td>M</td>
<td>3</td>
<td>swine management practices</td>
<td>swine management practices</td>
<td>4</td>
<td>0.26</td>
<td>1.73</td>
<td></td>
</tr>
</tbody>
</table>

1: Difference in means 1.41

Finding:

Comparisons were made between responses to the individual items made by veterans enrolled in the farm training program and those not in the program. A value was used as a value for the difference in the means of the scores. The type of value was used to compare the responses made to the individual items is shown in Table 2. Eight items of the twenty-two items that were used as a value for the difference in the means for the farm training program.

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A Special Section of local paper, The Mountain Lake Observer, devoted seven pages to the 10th anniversary celebration of the establishment of the Mountain Lake Community High School. Over 75 pictures were included in the special section, the purpose of which is to introduce the town and the people of Mountain Lake to the world. The special section is a valuable tool to help attract new students to the school.

**Tenth Anniversary Celebration**

**MOUNTAIN LAKE, MINNESOTA**

**February 22, 1951**

**PROGRAM**

P. A. F. A. 10TH ANNIVERSARY PROGRAM

Mountain Lake, Minnesota

HIGH SCHOOL AUDITORIUM

Thursday, February 22, 1951
At 7:30 P.M.

**OPENING CEREMONIES BY THE P. A. F. A. OFFICERS:**

- Monroe Foss, President
- Josephine Vanke, Vice-President
- Wanda Short, Secretary
- Rev. Erwin Hoff, Superintendent
- J. H. Tschetter, Advisor

**WELCOME—Grant Johnson, Mountain Lake Public Schools; Mr. W. J. Foss, Mountain Lake Community Club.**

**GREETINGS—From the State Department of Education by Mr. G. R. Currie, State Supervisor of Agricultural Education.**

**THE MINNESOTA P. A. F. A.—Mr. Dore Curtiss, State P. A. F. A. President.**

**THE MALL QUARTET PROFESSIONAL P. A. F. A.**

- John Mennis, Erwin Hoff, John Harder, and Clayton Lorentz.

**THE P. A. F. A. TO ME AS A STUDENT AND NOW A YOUNG FARMER**

- Mr. George Foss

**THE UNIVERSITY OF MINNESOTA AND THE P. A. F. A.—Dr. Milo J. Peterson, Head Department of Agricultural Education, University of Minnesota.**

**THE P. A. F. A. AND THE PROGRAM FOR THE FARMER**

- Mr. J. H. Tschetter

**ANNOUNCEMENTS AND INTRODUCTION OF THE SPEAKER—Mr. J. H. Tschetter, Mountain Lake High School Instructor of Vocational Agriculture.**

**ADDRESS, ‘Leadership In Agriculture’—Mr. Myron W. Clark, Commissioner of Agriculture, State of Minnesota.**

**CLOSING CEREMONIES BY P. A. F. A. OFFICERS.**

**FREE LUNCH—Served by the Mountain Lake Community Club.**

**J. H. Tschetter—Teacher**

Mr. Tschetter received his advanced degree in major a subject with emphasis in agriculture and minors in crafts, sales, animal husbandry and dairy science. His final study and paper was a survey entitled, ‘A Needed Program of Agricultural Education for Minnesota.'

His passed through South Dakota State College with a Bachelor of Science degree in the subject of agriculture. In 1933 he taught agriculture, farm shop and music at Chester, South Dakota. In 1935 he was appointed to the position of vocational agriculture on July 1, 1941, a new department of vocational agriculture, the Mountain Lake High School was started by him at Mountain Lake, Minnesota. He has been in charge of this department ever since.

Mr. Tschetter has been successful not only with his agriculture activities, but also in his teaching activities, serving as a member of the Rural Memorable Committee, a member of the National Agricultural Education Association, and a member of the Minnesota State Association.

**GUEST EDITORIAL**

(Grant Johnson)

Nothing gives an administrator greater pleasure than to see the immediate results of planned programs in his school. Too often, the realization of goals in teaching occurs many years after the student has graduated from school. Usually, administrators and teachers often become discouraged because they do not see the immediate results of the implementation of their educational administration and teaching efforts. This is not the case with the Mountain Lake High School, where a planned program of agriculture, the P. A. F. A. program, is being carried out with such a high degree of discipline and enthusiasm that it is clearly evident in the educational progress of the school.

**V. F. O. A.**

Very few other subjects offer as many opportunities in activity to school children as agriculture. The local P. A. F. A. Chapter, under the direction of Mr. J. H. Tschetter, has made great progress in the past year, and the results of the activities of this year will be even more outstanding than those of last year. The students have shown a great deal of interest and enthusiasm in the various projects, and the results have been very satisfactory.

**LIVESTOCK COOPERATIVES**

Sound cooperative programs are an essential part of any worthwhile agriculture program, as they provide the necessary help and guidance to the young farmer.

The co-op program at Mountain Lake High School offers a great deal of assistance to its members in becoming more successful farmers. The co-op program is also an important source of income for the school district. The co-op program is a valuable aid to the school district in providing more and better services for the community.

The co-op program at Mountain Lake High School is a very successful one, and it is providing more and better services for the community.

Mr. J. H. Tschetter, Mountain Lake High School F. A. advisor and vocational agriculture instructor, has been a leader in the agricultural education movement. He is a member of the National Agriculture Education Association, the Minnesota State Association of Agriculture Teachers, and the Minnesota Farm Bureau.

Mr. Tschetter has been successful not only with his agriculture activities, but also in his teaching activities, serving as a member of the Rural Memorable Committee, a member of the National Agricultural Education Association, and a member of the Minnesota State Association.
Leaving or staying?  A comparison of the two groups who remained in the Vocational Agriculture program showed that those who remained in the program were significantly more likely to be interested in classroom work. Teachers were asked to respond to questions in the questionnaire indicating their reasons for leaving the first position or as a teacher of Vocational Agriculture. A comparison of the two groups is shown in Table I.

<table>
<thead>
<tr>
<th>Teachers who left</th>
<th>Teachers who remained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age at high school graduation</td>
<td>18.5</td>
</tr>
<tr>
<td>Age at graduation from M.S. C.</td>
<td>23.4</td>
</tr>
<tr>
<td>Age at beginning teaching</td>
<td>25.4</td>
</tr>
</tbody>
</table>

TABLE I. Summary of Mean Ages of Teachers of Vocational Agriculture at Selected Points in Their Progress toward Teaching of Vocational Agriculture.

The department ranked well with administrators.

The department ranked well with the administration.

Teachers were asked to rank their department, "poor," "good," or "very good" for each of the items. A significant difference in the percentage of the rankings were "good" for the programs of the teachers who remained compared with teachers who left.

Table II. Reasons Given By Teachers of Vocational Agriculture for Leaving Their First Department.

Reason for leaving | Number of teachers | Number Per Cent
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>14</td>
<td>22.1</td>
</tr>
<tr>
<td>Interest in business or industry</td>
<td>12</td>
<td>19.4</td>
</tr>
<tr>
<td>Graduate work</td>
<td>12</td>
<td>19.4</td>
</tr>
<tr>
<td>School experience</td>
<td>9</td>
<td>14.5</td>
</tr>
<tr>
<td>Location of the state</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>Opportunity to advance, position, etc.</td>
<td>6</td>
<td>9.5</td>
</tr>
<tr>
<td>Government service</td>
<td>5</td>
<td>8.1</td>
</tr>
<tr>
<td>Soil Conservation, Extension, etc.</td>
<td>5</td>
<td>8.1</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>No reason given</td>
<td>7</td>
<td>11.3</td>
</tr>
</tbody>
</table>

None of the differences in percentage is significant.

It will be noted that a larger percentage of those who were in the prediction, left their first position because of administrative, industrial service, and economic reasons. The departmental offices of the teachers who left was significantly higher for those who remained. Teachers were also asked to indicate if they had any reason of their own or a program of activity that were some of the reasons which were significantly different (for the two groups) for leaving.

A significantly greater proportion of the teachers who remained was the percentage of teachers who remained in the same position was higher than the percentage of teachers who left.

Teaching of Agricultural Education.

The department ranked well with the administration.

The department ranked well with the administration.

The department ranked well with the administration.

Teachers were asked to respond to questions in the questionnaire indicating their reasons for leaving the first position or as a teacher of Vocational Agriculture. A comparison of the two groups is shown in Table III.

<table>
<thead>
<tr>
<th>Teachers who left</th>
<th>Teachers who remained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in teaching</td>
<td>11.8</td>
</tr>
<tr>
<td>Salary</td>
<td>12.5</td>
</tr>
<tr>
<td>Project supervision</td>
<td>10.9</td>
</tr>
<tr>
<td>Security</td>
<td>10.9</td>
</tr>
<tr>
<td>Accomplishment of pupils</td>
<td>9.0</td>
</tr>
<tr>
<td>Cooperation of pupils</td>
<td>8.0</td>
</tr>
<tr>
<td>Family preference</td>
<td>7.2</td>
</tr>
<tr>
<td>Outdoor work</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Difference of percentage is significant in each case.

Multiple teacher departments.

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The veteran farmer trainee in Washington

M. C. KNOLL, Assistant Superintendent, Olympia, Washington

Veterans Administration in order to determine if he is eligible for subsistence and training. In both cases, 1,003 trainees had farm labor incomes of $1,000 or more in 1949, $1,001 and $1,499, and 602 received between $1,500 and $1,999. All except 393 of the trainees were married and 1,494 have children. The low income and large families would stop the farmer, for example, from enrolling if they did not have subsistence support. The city trainee, on the other hand, might well have to seek off-farm work if he were not supported by the training program in order to pay for his education. The city trainee, therefore, might have to take off-farm work in order to get more satisfactory training.

The program is too young for full appraisal, but it must have many trainees. (However, the occupational status was poor for city trainees in 1919 and 1921, but different for the present categories—teaching while making small but unsatisfactory progress. Of the satisfactory group, 89 of 105 had graduated. Of the unsatisfactory group, 51 of 118 of the unsatisfactory group are still reporting progress.)

In summarizing, it might be said that this group of 1,428 veteran trainees is no definite educational or vocational group. Many are getting started in farming except that they are better prepared to do it. The veterans in general, due to the interruption caused by military service, also, because of this, they have been preparing for farming with the same farm experience. All comparisons, however, are not to the veteran but to the youth with whom they are working. Many of these men will be community leaders in the future and all of them will be helpful to the farmer in shaping the future of the farm and the money they can get to invest in their farms and in their farms. Many of these men will be community leaders in the future and all of them will be helpful to the farmer in shaping the future of the farm.
Vocational Education in Agriculture

Section II

Key to Abbreviations Used

d—directors
s—superintendents
as—assistant superintendents
r—regional supervisors
d—district supervisors
PPA—specialists
PPA—teacher supervisors
Mr.—Missouri teachers
sma—subject matter specialists
msm—farm mechanics specialists
asa—area supervisors

MISSOURI

d—T. S. Dale, Jersey City
s—Carl M. Happeny, Jefferson City
as—J. E. H. Massy, Joplin
r—J. A. Bailey, Jefferson City
Mr.—R. F. Lander, Jefferson City
sma—Eugene Jones, Jefferson City
sma—J. B. Allen, Fort Scott, Kansas
sma—J. G. Moore, Mt. Vernon
r—R. D. Magoffin, Weaaraming
sma—P. R. Callcott, Springfield
sma—J. D. Harrison, Berkeley
sma—J. A. Brown, Salem
sma—D. S. Butters, Rosendale
sma—C. J. Eberle, Columbus
sma—J. W. Freeman, Jefferson City

MONTANA

d—A. W. Johnson, Helena
as—Arthur W. Whitehead
sma—J. E. Neubauer, Helena
sma—T. F. Keeney, Helena

NEBRASKA

d—O. F. Lieberherr, Lincoln
s—Harry F. Dale, Lincoln
as—E. S. C. Snee, Lincoln
sma—E. G. Hauser, Grand Island
sma—E. C. Gunderson, Lincoln
sma—H. R. Gregory, Stanton
sma—W. B. Wenzel, Alliance
sma—E. B. Read, Lincoln
sma—S. H. Lowry, Lincoln
sma—Howard W. Dunne, Lincoln
sma—Nathan C. Mclntyre, North Platte

NEW HAMPSHIRE

d—Walter H. Lord, Concord
sma—H. E. Little, Concord
sma—L. C. Leacock, New Hampshire

NEW JERSEY

d—John A. McCarthy, Trenton
sma—E. E. Kiger, Trenton
as—W. E. Evans, New Brunswick

NEW MEXICO

d—C. C. Dalles, State College
as—C. W. Pelton, State College
sma—C. G. Howard, State College

NEW YORK

d—A. E. Determan, Albany
sma—C. S. Smith, Albany
sma—W. J. Weir, Albany
sma—D. W. Haupt, Albany
sma—C. G. Lattimer, Albany
sma—J. W. J. Hadley, Albany
sma—E. E. Hunkele, Iowa
sma—W. A. Hatch, Albany
sma—H. L. chairs, Easton

NORTH CAROLINA

d—J. W. Smith, Raleigh
sma—R. A. Smith, Raleigh
sma—J. H. Duke, Raleigh
sma—R. N. Maskian, Raleigh
sma—R. B. Elliott, Woodlawn
sma—N. B. Chambers, Winston-Salem
sma—R. L. Cates, Winston-Salem
sma—D. G. Stafford, Asheville
sma—R. S. Simmons, Greensboro

OHIO

d—Ralph Howell, Columbus
sma—Warren G. Coleman
sma—A. D. Porter, Columbus
sma—J. B. Doughton, Columbus
sma—G. G. Balinder, Columbus
sma—J. H. Derby, Columbus
sma—T. R. Holman, Columbus
sma—R. C. Groth, Columbus
sma—W. T. Benson, Columbus
sma—J. E. Eberle, Columbus
sma—E. B. Read, Columbus
sma—T. A. White, Columbus
sma—R. G. Wilcox, Columbus
sma—M. J. Adams, Columbus
sma—R. E. Hildreth, Columbus

OKLAHOMA

d—R. E. Forby, Stillwater
sma—W. J. Byler, Stillwater
sma—C. A. Affred, Muskogee
sma—B. A. Thompson, Stillwater
sma—B. A. Thompson, Stillwater
sma—Marvin Potts, Stillwater
sma—John Potts, Stillwater
sma—H. B. May, Stillwater
sma—Chris White, Stillwater
sma—Robert Price, Stillwater
sma—Charles E. Eberle, Stillwater
sma—James Elliot, Stillwater
sma—D. C. Jones, Lawton

OREGON

d—L. P. Paulsen, Salem
sma—R. L. Morgan, Salem
sma—M. O. Harkness, Salem
sma—L. D. Furman, Salem
sma—C. C. Conrow, Salem
sma—T. A. Jenkins, Salem

PENNSYLVANIA

d—Paul J. Crossman, Harrisburg
sma—H. L. Paden, Harrisburg
sma—A. A. Martin, Harrisburg
sma—J. H. Enright, State College
sma—David B. McClay, State College
sma—R. S. Anderson, State College
sma—C. E. Linn, State College

PUERTO RICO

d—L. Goeta Hernandez, San Juan
sma—Nicolai Mendez, San Juan
sma—Salvador Molina, San Juan
sma—E. S. Austin, San Juan
sma—F. J. Muller, San Juan
sma—J. A. Berry, San Juan
sma—C. A. Barcelon, San Juan
sma—J. F. Rosario, San Juan

RHODE ISLAND

d—E. Franklin Davis, Providence

SOUTH CAROLINA

d—R. D. Anderson, Columbia
sma—M. E. Powers, Columbia
sma—W. E. Moore, Columbia
sma—W. E. Moore, Columbia
sma—J. E. M. Morris, Columbia
sma—J. M. Moore, Columbia
sma—J. E. Eberle, Columbia
sma—R. T. White, Columbia
sma—W. C. Eberle, Columbia
sma—R. T. White, Columbia
sma—W. C. Eberle, Columbia

SOUTH DAKOTA

d—R. B. Thoman, Pierre
sma—H. L. Eberle, Pierre
sma—E. W. H. Eberle, Pierre

TENNESSEE

d—R. C. Purcell, Nashville
sma—J. W. Johnson, Nashville
sma—E. W. Brown, Nashville
sma—J. C. Brattain, Nashville
sma—R. S. Brattain, Nashville
sma—J. E. Brattain, Nashville
sma—J. E. Brattain, Nashville
sma—J. J. Brattain, Nashville
sma—J. J. Brattain, Nashville

TEXAS

d—J. M. W. Martin, Austin
sma—George H. Burt, Austin
sma—Raymond Stewart, Austin
sma—A. O. Runyan, Lubbock
sma—E. R. Wilson, Austin
sma—J. E. Martin, Austin
sma—E. N. Thompson, Austin
sma—R. R. Anderson, Austin
sma—A. L. Chisholm, Austin
sma—J. E. Chisholm, Austin
sma—J. E. Chisholm, Austin
sma—J. E. Chisholm, Austin
sma—J. E. Chisholm, Austin

WASHINGTON

d—H. O. Halden, Olympia
sma—B. E. Brown, Olympia
sma—F. W. Brown, Olympia
sma—H. M. Olin, Olympia
sma—H. S. Adams, Olympia

WEST VIRGINIA

d—John D. Leach, Charleston
sma—H. N. Haas, Charleston
sma—R. L. McMillan, Charleston
sma—R. L. McMillan, Charleston
sma—T. J. Chiles, Charleston
sma—T. J. Chiles, Charleston
sma—T. J. Chiles, Charleston

WISCONSIN

d—A. C. B. Harkness, Madison
sma—E. B. Bock, Madison
sma—L. H. Bock, Madison
sma—A. J. James, Madison
sma—A. J. James, Madison
sma—A. J. James, Madison

WYOMING

d—E. W. H. Darnell, Cheyenne
sma—Perry B. Cheyenne
sma—J. E. Rank, Laramie

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