Directory
Vocational Education in Agriculture

Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used
- d = director
- s = supervisor
- a = assistant supervisor
- e = executive supervisor
- f = field supervisor
- n = county supervisor
- m = master supervisor
- f = farm mechanics specialist
- s = special subject specialists

- a = area supervisors

- no area supervisors

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Note: Please report changes in personnel to Dr. W. F. Brown, Chief, Agricultural Education, U. S. Office of Education.

This Issue: Features... Marketing
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Special Articles

Agricultural Education Magazine, November, 1959

A Special Look

What are we doing about teaching youth the job of selling farm products? A number of the contributors used this month indicate the nature and scope of our efforts. We might expect, on the basis of these articles that we are not doing too bad a job. There are some factors in the situation which, on a second look, show the need for further study. If we can keep the pressure of the few articles from teachers on this important phase of farming; a second factor, and perhaps the most important, was the minimum reference to marketing in relation to supervised farming programs. We are more teachers to contribute may have been due to a number of factors but we chose to believe the principal reasons were: (1) our emphasis in the past that the problem of teaching marketing had not been solved to their satisfaction. Marketing, like other phases of farming, is not a fixed or static process. It would seem to be influenced by many variables that production, cost control and storage. High prices and increasing governmental participation have without doubt, caused many to look upon this problem as one with which the individual farmer will no longer have to cope. We hope this is not the situation. We believe that a healthy agriculture requires a high degree of individual choice and freedom. In consequence, marketing must be regarded as a process to which the individual should apply his initiative and intelligence. While teachers can not change the current situation they can take steps to prevent a generation of farmers coming through the ranks who have no desire or ability to deal with the problem of marketing. We believe that every effort should be made to help teachers tackle this important assignment.

Our second point—that of marketing in relation to farming programs—is related to what has been said before. It does not mean that we are the present status of farming programs? Farming programs have long been regarded as the heart of the work in vocational agriculture. Here they received less attention as we took on increased responsibilities? We would like to say that the majority of the students produced commodities for sale and that opportunities exist for the teacher to increase the growth in the actual experience of marketing. Only through such experience will they learn to assume productive effort. The knowledge and understanding of the marketing process thus becomes a big factor in the training of a farmer who is expected to operate as an intelligent farmer. The teachers can be real leaders in American entrepreneurship?

Our views on the problem may be no pessimistic. They are prophets, stemming from the problems on the part of teachers and others. Such re-examination is needed to urge that our teaching is of the caliber required. Shall we take a second look and see how we score on teaching marketing?

A.A.V. and N.Y.V.T.A. Meetings
Miami and New Orleans, December 27-28

Most of us know about the meetings of our professional associations. We are aware that many delegates have been selected by teachers of agriculture. Since all members can try to make it important that our representatives receive full cooperation and support. Give them the benefit of the doubt that they may move ahead with the sound development of our educational programs.

N.A.V.P. and N.Y.V.T.A. Miami, Florida, Nov. 27-28

Are you a part of the total program?

This role of the vocational agriculture must take in the total school program is very important because he is a part of the total program he is also to high value of the broad general education available to all pupils. The place which is taken in the school program determines the effectiveness of a group of general education for his students. In other words, if he is not a participant in making the school program there is a great probability of what may happen to pupils. The teachers must write this little relationship to his area. For example, there is no reason why a pupil with an interest in agriculture, English, science, or social studies from the agricultural angle. The vocational agriculture instructor must coordinate his work, and general education is important in all phases of life. Without understanding and cooperation, his work may be useless.

If it is necessary for other individuals, certainly it is just as necessary for boys with an agricultural interest.

Don’t Miss Missiles

Instructors of vocational agriculture can not afford to divorce themselves from the school program. They are a part of it and must help shape to fit it so that it is to be effective for their specific pupils. If they do not participate, their pupils will have a feeling of not belonging. Instructors must remember that a sense of belonging both for the pupils and the instructors is developed by the instructor’s active participation in formulating the policies and philosophies of his school.

A Speck of Afflu

The isolationism mentioned is due to a lack of understanding on the part of principals and administrators in the field of vocational agriculture in the general educational program as well as a lack of understanding on the part of vocational agriculture instructors in the general educational program. This can be solved by better understanding each other through sharing with each other all that we are responsible for. The Four Objectives of Education as adopted by the educational policies on the National Council of Teachers: (1) self-realization (2) human relationships (3) civic responsibility (4) economic efficiency.

Responsibilities of Principal

Principals must have an understanding of the place vocational agriculture has in the total school program. At least 14% of the boys are in agriculture, and they probably will make their livelihood this way. The best way that an understanding can be reached is to include vocational farmers or students in the school program. This can be done by a principal the following ways:

1. Place instructors on planning committees of the school.
2. Have instructors make professional talks on how their program fits into the school program.
3. Have the instructors hand in reports, as other faculty members, on philosophy, methods, techniques, and evaluations.
4. Place instructors on committees other than those of vocational type.
5. Have instructors attend school functions possible.
6. Have instructors know how learning takes place.
7. Have instructors know what courses are in vocational classes of other teachers do.

These are only a few of the ways that principals expect teachers to participate. When the vocational instructor becomes a part of the total program his pupils will react in the same way in the school and feel that they belong. In becoming a part of the school program a better relationship will exist between the principal and the other faculty members in that each will know what the other is endeavoring to do.

(Continued on Page 119)
Marketing of vegetables

Mary Outlets
As Essex County has a Country Home Making School in connection with the Agricultural School and as a part of their curriculum, a master is conducted to furnish their students with food preparation experiences, our vegetable department endeavors to grow some vegetables, potatoes, squash, and root crops, which can be stored to help in supplying their needs during the winter months. This enables our students in the garden department to gain experiences in preparing and grading certain crops to be placed in storage. These methods are different slightly than preparing vegetables for market and immediate use by the consumer.

Over the years, our garden products have been marketed in various ways:
1. Local homes are visited and produce is sold to them.
2. Produce is sold at the Essex County home making school.
3. Produce is sold at the Essex County home making school.
4. Produce is sold at the Essex County home making school.
5. Produce is sold at the Essex County home making school.
6. Produce is sold at the Essex County home making school.

The ideal way for one student to learn the methods of marketing of vegetable stock is to actually follow their crop during its growing months, harvest, and deliver the produce to the consumer, to stores, or to commission men.

Since the inception of vocational agriculture in the schools of Washington County, Maryland, the F.F.A. has carried on a progressive program. Through class work and home practice the farm boys are constantly seeking new and improved methods of farming. In the county there are six departments of vocational agriculture with an F.F.A. chapter in each department, except in Hagerstown, where three junior high school departments and the senior high school have combined to form the Hagerstown H.S. Chapter. Other chapters are Baltimore, Chesapeake, Sharpsville, Williamsport, and Brantford, Maryland.

Since Washington County is situated in the heart of Maryland's corn belt, the production of feed is naturally adapted as a major enterprise and was selected as a major project for cooperation on a county wide basis. Through the years, the F.F.A. chapters have been striving to build builds and a leading industry in the county. The first goal of the project was to improve the quality of the crop in the county. The first steps were to set up improved planting and harvesting methods. The chapter plans to continue this program in the future.

Any breed of boys may be entered.

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The fair is to be held at least 10 days prior to the date of the fair.

The weight groups will be:

1. 100-150 pounds, 100-250 pounds, 250-300 pounds, 300-400 pounds.
2. 400 pounds or over.

Each breed must have an identifying mark clearly designated at the start of the feeding period.

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How do teachers of agriculture use local poultry markets in their classroom instruction? In several states, including Missouri, teachers use local poultry markets to teach about the marketing of eggs and live poultry, and retail food stores.

To show more specifically the lesson approach to the use of local poultry markets in marketing, the following outline gives a picture of the writer's use of these sources.

1. Livestock

A. Willamantic Poultry Association

1. Marketing methods of selling

2. Co-op in action

B. Eastern Livestock Feed Mill

C. Eastern Livestock Feed Mill

D. Eastern Livestock Feed Mill

2. Dairy Products

A. Hatchery eggs

B. Eggs and candle eggs

3. Canned vegetables

C. Canned vegetables

D. Canned vegetables

3. Retail stores

A. Local stores

B. Stores with managers

C. Stores with managers

4. Marketing prices

A. Marketing prices

B. Marketing prices

C. Marketing prices

5. International markets

A. International markets

B. International markets

C. International markets

6. The market for light and heavy hogs

A. Market for light and heavy hogs

B. Market for light and heavy hogs

C. Market for light and heavy hogs

7. The market for light and heavy hogs

A. Market for light and heavy hogs

B. Market for light and heavy hogs

C. Market for light and heavy hogs

8. The market for light and heavy hogs

A. Market for light and heavy hogs

B. Market for light and heavy hogs

C. Market for light and heavy hogs

9. The market for light and heavy hogs

A. Market for light and heavy hogs

B. Market for light and heavy hogs

C. Market for light and heavy hogs

10. Some points to consider in marketing hogs

A. Prices

B. Prices

C. Prices

11. Conclusion

A. Conclusion

B. Conclusion

C. Conclusion
Cooperatives as an Extent of the Complete Training Programs on Farm Business Methods. Undoubtedly, there are many factors causing such situations to exist which may include one or more of the following:

1. Lack of experience with further cooperative work while enrolled in a training at the directed teaching center.

2. The course on farm cooperatives that are available to the student at the training center institution frequently deal in generalities and are usually too dry.

3. Farmers, with the majority of these, often believe their problem has been remedied if college study is to have an opportunity to perform the leadership that many of them would like to provide.

4. A lack of specific training courses in the field of farm cooperatives, the modern, aggressive, and pioneering type of instructor can later cure, and has already cured, the educational farmers previously plagued.

Workshop Objectives

To list the principal items of information for a workshop devoted to Farmer Co-operatives would amount to considerable duplication of the pertinent topic. Therefore, only a few of the most important objectives are.

1. A clear understanding of what constitutes the different kinds and forms of farm cooperatives.

2. An understanding of the cooperative and non-cooperative that is clear cut, but simple enough for the agrarians, as well as the secondary school level.

3. The principles of cooperative organization and the qualifications of a producer to develop, own, and control the member-ship with some groups in the community to teach jobs pertinent to farmer cooperatives.

Pioneering is Still Needed

The average instructor of vocational agriculture has often tried to teach on a training programs with farm youth and farmers. Fortunately, there are able and willing representatives from the American Institute of Cooperation, Farm Credit Administration, and the College of Agriculture to help us in this field on farmer cooperatives. By taking advantage of such assistance, it is possible to make the agricultural education program of a school at the problem of individuals. Education can bring about needed changes and improvements when the instructional program is organized around individual and community problems.

The maintaining of the family sized farm as a way of life is fostered by farm organizations. Such a farm needs to be sufficiently attractive to encourage the more able farm youth to remain on the farm. It is during periods of low rural income or difficulty to market farm products in a satisfactory manner that many of our more capable rural youth are. And this can still afford to lose their leadership but it has occurred in a few schools. It can be a test that some one has compared such success to a poor fishing bite by saying: "All have been restored to the network and the bellows!" A happy, contented, productive, and aggressive rural life cannot exist under such unfavorable conditions. The health of a farm small farm that lacks the bargaining power of the larger producer and the capability of the larger farm. Therefore, the stability of the so-called small farmer often necessitates a group action because there are many limitations that can be performed better by work- ing in groups. The training of leaders is the primary purpose of a cooperative and all times is to render educational services for that the betterment of the community.

2. The encouraging of the production of better farmers.

3. The encouraging the grading and marketing of farm products.

4. Since last year, but two or three changes in agriculture has been as seen in a period—changes in marketing methods, changes in crop varieties, production practice, yields, prices, equipment used, and changes in marketing methods. Two problems resulting from these changes include: (1) an increase in the number of dollars produced in the amount of money and (2) a decrease in the total amount of money made by the farmer. It is estimated that the total amount of money made by the farmer. It is estimated that the result of this increased production, (2) a decrease in the total amount of money made by the farmer. It is estimated that the result of this increased production, the decrease in the total amount of money made by the farmer. It is estimated that the result of this increased production, the decrease in the total amount of money made by the farmer. Therefore, the student cooperation has been realized in the following ways:

a. The student cooperation has been realized in the following ways:
Training a milk judging team

CHARLES C. EMTWIST, Teacher, Oconomowoc, Wisconsin

Milk judging may seem complicated to the average milk producer, but to the judge most milk judging seems to be one of the easiest things in the world. If he has been on a dairy farm for any length of time, he has learned to judge quality just by looking at the cows. There is nothing wrong with this, but it is not enough. The producer must learn to use his eye along with other skills in judging milk quality.

The best judge in the world cannot judge milk unless he has been trained. The producer must learn to judge milk in the same way that he learns to judge anything else. He must learn to judge milk in the same way that he learns to judge anything else. He must learn to judge milk in the same way that he learns to judge anything else. He must learn to judge milk in the same way that he learns to judge anything else.

Milk judging requires a knowledge of the characteristics of milk and the ability to recognize them. It requires a knowledge of the characteristics of milk and the ability to recognize them. It requires a knowledge of the characteristics of milk and the ability to recognize them. It requires a knowledge of the characteristics of milk and the ability to recognize them.

Milk judging is not just a matter of looking at the milk and saying, "This looks good." It is a matter of understanding the characteristics of milk and being able to recognize them. It is a matter of understanding the characteristics of milk and being able to recognize them. It is a matter of understanding the characteristics of milk and being able to recognize them. It is a matter of understanding the characteristics of milk and being able to recognize them.

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A functioning county agricultural council

Unites professional workers in agriculture for efficient service to farm people

L. A. CHERRY, Teacher
Williamsburg, Michigan

The council holds its meetings monthly during the year except for July and August. The meeting places are rotated so that by the end of a two year period each member will have been host to the group. The sessions or business of each meeting are noted on a committee basis. Meetings start at 6:30 in the morning with a formal potluck dinner at the home of the host. At 8:00 on the table, who have organized themselves into an extension group, have their meeting at the home of the host. The meeting usually meets at the school or at the office of the agricultural agency of the county. This gives various council members a chance to see what agricultural teachers are doing and working conditions and facilities of other educational agencies in the county.

The offiers for the council are elected at the June meeting for the coming year. This gives the offiers time to meet and begin planning for the coming year which starts in September. Shortly after the June meeting a program committee is appointed to begin work on a program by studying council and county agricultural needs for the coming year.

I would like to give you a brief outline of our program over a three-year period, to show what programs are scheduled together after year and the advanced planning needed. During the spring of 1948 it was decided to improve the pattern and try to program a Council on the lines of NationalExtension. The decision was made to sponsor a "Grass Day" for Ingham County families. (A "Grass Day" is the term used by Ingham State College to promote the use of meat and better grass by farmers, by a one day educational and demonstration program.) By looking at the following program one can see how this type of farmer education fit into the agricultural council and the planning that actually preceded the event.

One of the big events of the council was the sponsoring of the Ingham County Grass Day, which was attended by about 500 farmers.

Probable some of the readers would be interested in the attendance and feel- 

ing of our council members toward our programs. We have practically 100 per cent attendance at our meetings, the members are interested and want to attend, because they know someone is being done and accomplished by the council.

Dave Overholts, Vice-Chairman, Soil Conservation Service says: "The Ingham County Extension Council brings together a group of men who have a sincere desire to make Ingham County Agriculture better both now and for generations to come. Our problems are discussed freely and this thing called 'over-lapping' simply does not exist. Through the Agricultural Council and its functions this county is a most pleasant place to work.

In the May, 1950 issue of Better Farming Methods is an article by Bill Clark, 'No farmers here,' which shows that agricultural leaders and workers on the county level can get along well together and even live in the same county and deal with the same issues. Far not sure that I agree with John Strum in his article "Big Government in your county," too.

For more information on County Agricultural Extension see "The Ingham County 1950 issue of the Country Gentleman, so far as our county is concerned. I believe the agricultural council was a step in the right direction for the farmers in the county are working together trying to make the farms in our county a more attractive and more profitable place to live in."

In summarizing I believe a county agricultural council can be successful if it provides for its members:--1. A good set of officers; 2. A challenging program; 3. A place to talk in advance of the meeting; 4. A Members interested in improving their community; 5. Self-satisfaction; and 6. Activities for the members families.
Counseling and Guidance

Functions of the teacher of vocational agriculture

J. H. Weiss, Teacher Education, University of Illinois

THERE ARE FEW secondary schools that are not fitted with trained and qualified counselors and guidance personnel. Yet almost every one of these is rarely on a teacher's job. It is often the case that at least one vocational agriculture teacher includes his help in developing educational, workable relationships and greater understanding with the pupil. He meets a pupil's needs by providing a relationship between the pupil and the counselor that is armed with the principles of counseling through the counselor and guidance personnel.

The trained agriculture teacher in the vocational agriculture is the key to the development of skillful, productive, and responsible individuals. The agriculture teacher helps to develop the young men and women for their work. The agriculture teacher helps to develop the young men and women for their work. He helps the pupil identify his personal abilities and aptitudes for farm life problems.

1. The nature of his job. The agriculture teacher has a unique and important role in the development of the pupil. He is responsible for developing the pupil's abilities and aptitudes for farm life problems. He helps the pupil identify his personal abilities and aptitudes for farm life problems. He helps the pupil identify his personal abilities and aptitudes for farm life problems.

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Individual instruction

O UR teaching methods are often said to be as effective as they are efficient—especially when it has produced in our student bodies those qualities necessary for success in the world of today. Yet, some educators are questioning the effectiveness of our instructional methods in preparing students for their future careers. The problem is one of adaptive instruction—adjusting the instruction to meet the needs of the individual student.

The changing educational needs of our society and the changing educational needs of students themselves require that our instructional methods be flexible and responsive. The traditional approach of giving the same lesson to all students is no longer adequate. Each student has different learning styles and different learning needs. The key to effective instruction is understanding and adapting to each student's unique needs.

This issue of the magazine features several articles that explore the concept of individual instruction. These articles discuss various strategies and techniques for tailoring instruction to meet the needs of individual students. We hope that these articles provide valuable insights and ideas for improving our instructional methods.

Robert O. Harris
Teacher Educator, Clarksville, Virginia

Pennsylvania teachers of two decades

HONORED BY ALPHA TAU ALPHA

C. ANDERSON, National President of A.A.A.

ALPHA TAU ALPHA, the national professional honorary fraternity for elementary and secondary school teachers, presented its biennial award program to its members in late December. The program recognizes outstanding contributions to education and the improvement of educational practices.

The presentation of awards is a significant event for the fraternity, which has a long history of promoting professional excellence among educators. The awards recognize excellence in teaching, research, and service to education.

Wisconsin teachers find soil conservation

BEN HILYREMA, Teacher, Wausau, Wisconsin

Because the job of teaching soil conservation is so important, the Wisconsin teachers decided that they should be part of the solution. They have joined forces with soil conservationists to create a new program that is being implemented in schools across the state.

The program is called "Soil Conservation for Teachers" and it is designed to help teachers integrate soil conservation into their curriculum. The program includes professional development opportunities and resources to support teachers in their efforts.

This innovative approach to teaching soil conservation has the potential to make a significant impact on future generations. By teaching soil conservation in schools, we can help ensure that our children understand the importance of this critical issue.

Wisconsin teachers profit from instruction in soil conservation

WISCONSIN teachers have found that instruction in soil conservation can be both interesting and rewarding. The program offered by the Soil Conservation Service provides teachers with the tools and knowledge needed to integrate soil conservation into their classrooms.

The program includes a variety of resources, such as lesson plans, field trips, and professional development opportunities. Teachers have found that these resources are valuable in helping them to teach soil conservation in an engaging and effective way.

The program has been well-received by both teachers and students. Students have shown increased interest in soil conservation and have demonstrated improved understanding of the subject matter. Teachers have found the program to be a valuable resource.

The success of the Wisconsin soil conservation program is a testament to the power of education. By teaching soil conservation, we can help ensure a sustainable future for our planet.
Training a public speaker

LEO H. SMITH, Teacher, Christchurch, Virginia

To do with, discuss, or be interested in the training of public speakers, teachers, orators, or public speakers, is to assume that the absorbing interest of all the students and the faculty is the improvement of the public speaking. This is a subject which has a vital and practical interest in the improvement of the public school system. To train public speakers is to train leaders; to train leaders is to train the future of the world. The public speaking is a branch of education which is essential to the growth of the individual and the community. The training of public speakers is an integral part of the educational process.

Schools should devote more time and effort to the training of public speakers. The public speaking is a vital part of the educational process. It is a means of communication, a means of expression, and a means of persuasion. The public speaking is a means of thinking, a means of understanding, and a means of learning. The training of public speakers is a means of social progress, a means of economic development, and a means of political advancement.

Public Speaking

The training of public speakers is a complex and multifaceted process. It involves the development of skills, the acquisition of knowledge, and the cultivation of character. The training of public speakers is a process that requires time, effort, and dedication. The training of public speakers is a process that requires the support of educators, administrators, parents, and students.

The training of public speakers is a process that involves the development of skills. The skills of public speaking are essential for success in many spheres of life. The skills of public speaking are essential for success in business, politics, education, and the arts. The skills of public speaking are essential for success in personal and professional relationships.

The training of public speakers is a process that involves the acquisition of knowledge. The knowledge of public speaking is essential for success in many spheres of life. The knowledge of public speaking is essential for success in business, politics, education, and the arts. The knowledge of public speaking is essential for success in personal and professional relationships.

The training of public speakers is a process that involves the cultivation of character. The character of the public speaker is essential for success in many spheres of life. The character of the public speaker is essential for success in business, politics, education, and the arts. The character of the public speaker is essential for success in personal and professional relationships.

The training of public speakers is a process that requires time, effort, and dedication. The training of public speakers is a process that requires the support of educators, administrators, parents, and students.

Wisconsin teachers train in soil conservation

(Continued from Page 99)

Wisconsin teachers train in soil conservation

(Continued from Page 99)

Recent changes in the Hatch Act program gave F.F.A. an opportunity to render a service to the state's vocational agriculture. The new Act provided for a program of work for each F.F.A. chapter. The program was to be started within sixty days of the opening of the school year.

The program was designed to provide a system of instruction in soil conservation. The program was to be administered by the F.F.A. advisors and was to be given in the form of a series of meetings. The meetings were to be held in the local communities and were to be open to all students.

The program was well received by the F.F.A. members and was given with enthusiasm. The program was a success and was a great help to the farmers and ranchers in the state.

Students can share

(Continued from Page 115)

The process of using objectives and activities to develop solutions involves (1) selecting objectives, (2) identifying the desired outcomes, (3) identifying the means of achieving them, and (4) selecting the activities to be used. This process is essential in the development of effective solutions.
Three-way conferences

Aid in planning supervised farm programs

A SUPERIOR farm program is one that will meet the needs of the student, the farmer, and progressively eliminates him from the needs of farming. This type of program can be developed through the conference of teachers, parents and pupils.

A. G. Bollard, Undergraduate, State Teacher's College, Urbana, Illinois

Gentron retires—45 years in teaching

On October 1, C. R. Bollard, after completing 45 years of service in education, retired from the duties of active duty, as Dean of the United Teachers' College.

His service is recognized by the retirement committee, C. B. Gentron, principal, West Liberty High School, and the faculty.

C. B. Gentron, on October 2, 1902, received his degree from Indiana University. He came to West Liberty in 1904, and has been a member of the faculty ever since.

Mr. Bollard started teaching in the high school at the age of 17, and has taught in all branches of the school. He has been a member of the faculty for 45 years, and has been principal for 23 years.

The retirement committee of the faculty and the students of the school presented Mr. Bollard with a bouquet of flowers and a letter expressing their appreciation of his service.

The retirement committee also presented Mr. Bollard with a plaque of appreciation, a watch, and a box of chocolates.

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Tools for certain areas of work may be conveniently stored in wall cabinets.

placed in the wall cabinet in the
workshop. Approximately 8 to 10 students
can work conveniently in these areas.

Electricity. The electrical area is
located near the steel metal area since
some of the tools in that area can be
used in its electrical work. A locker
should be placed on the wall to store
various equipment. A table with
build-in circuits is convenient for electrical
work. The projects that can be done in this
area include repairing electrical
appliances and motors.

Woodworking. The woodworking area
should be located near the back of the
building. The five woodworking areas should
be built with a view on each alternate corner
and located near one corner. There should
be a bench at each table for cutting and
shaping. A pipe rack should be placed at
working height, and a suitable table for
storing tools and materials should be
available. The projects that can be done in
this area include cutting and shaping
woodworking projects.

BOOK REVIEWS

INTERNATIONAL PICTURE GUIDE FOR
PLANE SELECTION, revised and en-
larged, by L. F. Payne and Thomas B.
Avery, 2nd ed., 274 pages, illustrated by
International Baby Association
1512 Fifth Street, Kansas City 6, Mo.,
listed price, $3.71. A complete reference
volume has been written by the first edition
of this book. The features include

A. D. Ponder

APC WELDING LESSONS FOR
SCHOOL AND FARM SHOP, by
H. J. Reynolds, illustrated by The James F.
Lincoln Arc Welding Foundation, Craw-
eland 1, Ohio, listed price, $1.00. This book
is designed to give teachers, college
students, and engineers the knowledge and
skills necessary to understand and use
arc welding. The contents are
arranged to be easily understood and
practical in nature. The book is

METHODOLOGY OF GOOD TEACHING,
by W. F. Stewart, et al., 264 pages,
illustrated by the editors of the may
Association, 1512 Fifth Street, Kansas
City 6, Mo., listed price, $3.71. A complete
revision has been made in the first edition
of this book. The features include

A. D. Ponder

THE COMMON SCHOOLS HAVE
HELPED AMERICA TO ACHIEVE
1. Rapid rise of democratic ideals.
2. Quick conquest of a vast frontier.
3. Wider opportunity for all citizens from overseas.
4. The highest place ever accorded women in
   American life.
5. The ability to create, manage, and
   staff the great industrial enterprises.
6. The goal standard of living
   really realized over a large area.
7. The highest level of intellectual
   education ever attained by the common people.
8. The steady improvement in the art of
   government.
9. The appreciation of the significance of
   childhood and the home life.

The CALL TO LEADERSHIP
Our age is peculiarly one of leadership. In one profession or another, we are all leaders. Whether in business or industry, in education, in medicine, in science, in government, or in any other field, we are all leaders in our own way. And leadership is a responsibility as well as a privilege. It is a responsibility to be taken seriously.

The leader must be a person of integrity and character, someone who is worthy of trust and respect. He must be able to think clearly and logically, to make sound decisions, to take calculated risks, and to accept responsibility for the consequences of his actions.

The leader must be able to think critically, to analyze problems, to see the whole picture, and to make decisions based on sound reasoning. He must be able to communicate effectively, to motivate others, to inspire trust and confidence, and to build strong teams.

The leader must be able to listen, to understand the needs and concerns of others, to be open-minded, and to be willing to learn from others. He must be able to adapt to change, to be flexible, and to be willing to take on new challenges.

The leader must be able to lead by example, to set a high standard of personal conduct, to live by the values that are important to him, and to inspire others to do the same. He must be able to lead with compassion, to care for the well-being of others, and to be willing to put others before himself.

The leader must be able to lead with integrity, to be honest and forthright, to be fair and just, to be willing to admit mistakes, and to be willing to learn from them.

The leader must be able to lead with vision, to see the future, to have a clear sense of purpose, and to be willing to take calculated risks.

The leader must be able to lead with passion, to be enthusiastic, to be passionate about what he does, and to be willing to work hard to achieve his goals.

The leader must be able to lead with confidence, to be self-assured, to be ready to take action, and to be willing to face challenges head on.

The leader must be able to lead with humility, to be open-minded, to be willing to learn from others, and to be willing to admit when he is wrong.

The leader must be able to lead with courage, to be willing to take risks, to be willing to stand up for what he believes in, and to be willing to face the consequences of his actions.

The leader must be able to lead with wisdom, to be knowledgeable, to be able to think critically, and to be willing to learn from others.

The leader must be able to lead with purpose, to have a clear sense of direction, to be willing to work hard to achieve his goals, and to be willing to take calculated risks.

The leader must be able to lead with determination, to be willing to work hard, to be willing to face challenges head on, and to be willing to learn from others.

The leader must be able to lead with empathy, to be able to understand the needs and concerns of others, and to be willing to work hard to achieve their goals.

The leader must be able to lead with leadership, to be willing to take calculated risks, to be willing to face challenges head on, and to be willing to learn from others.
Directory
Vocational Education In Agriculture

Section I

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—Directors  s—Supervisors  as—Assistant Supervisors
rg—Regional Supervisors  ds—District Supervisors  FBA—Specialist FBA
B—Biological  Ag—Agricultural  M—Mechanical  T—Technical  FSA—Forest Service Agents
Ni—Negro Teacher Trainers  ss—Specialist Mechanical  fms—Farm Mechanic Specialists
Ar—Area Supervisor

OFFICE OF EDUCATION, WASHINGTON, D. C.
Earl J. McGrath, U. S. Commissioner of Education
R. W. Gregory—Assistant Commissioner for Vocational Education
W. T. Speare—Chief, Agricultural Education
D. M. Clements—Asst. Chief, Agricultural Education

... Specialties ...

H. B. Swanstrom, B. E. Naugher, A. W. Tenney, B. J. Johnson and W. L. Knoll

MARYLAND

D—John J. Snelick, Baltimore
s—Mary B. Ruggin, Baltimore
as—R. P. Southard, Baltimore
rg—R. W. Scott, Baltimore
ds—H. F. Givens, Baltimore

MASSACHUSETTS

D—Miss, Norwood, Boston
s—Mary M. Gifford, Boston
as—Miss, South Boston
rg—Miss, South Boston

MICHIGAN

D—Roland H. W. W. Hooper, Lansing
s—Harry E. Weichard, Lansing
as—Miss, South Lansing
rg—Miss, South Lansing

MINNESOTA

D—Harry C. Schmidt, St. Paul
s—Mrs. George, St. Paul
as—M. J. Earley, St. Paul
rg—Miss, South St. Paul

MISSOURI

D—R. K. Pershing, St. Peter
s—Alice D. Ford, St. Peter
as—Mrs. A. E. Ford, St. Peter
rg—Miss, South St. Peter

MISSISSIPPI

D—R. A. Marshall, Jr., Jackson
s—E. C. R. Thomas, Jackson
as—Miss, South Jackson
rg—Miss, South Jackson

NOTE: Please report changes in personnel for this directory to Dr. W. T. Speare, Chief, Agricultural Education, U. S. Office of Education.