

SOME REFLECTIONS OF A RETIRING TEACHER EDUCATOR

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Two circumstances have caused this contributor to do a little reminiscing in recent months. The first relates to the 50th anniversary of the Smith-Hughes Act and the second to pending retirement after 47 years of association with the program of vocational education in agriculture.

Obviously there are but few persons identified with the program in 1917 who are still active in the service. I read with interest the comments of the contributors in the March issue of the American Vocational Journal regarding their status when the Federal Act was passed. Actually I don't recall the circumstances, having had my college work interrupted during the school year 1916-17. Suffice it to say my training objective was thereafter changed to Agricultural Education. It was my lot to serve as a teacher of vocational agriculture in Iowa for seven years beginning in 1920 followed by eleven years as Iowa supervisor of agricultural education. Teacher education has been my work since 1938, eight years at the University of Minnesota and twenty-one years at the University of Missouri.

In reflecting upon developments of vocational education in agriculture a number of firsts might be cited - the training of teachers; the development of programs for adults; the chartering of the F.F.A. (I was present when the organization was founded in 1928); the professionalization of teachers, supervisors and teacher educators as affiliated groups in AVA; and current responsibilities authorized by the Federal Act of 1963. To have had the opportunity to observe such developments has been an exciting experience.

Rather than reminisce regarding participation in these developments I am now reminded of the personal associations had with students and professional colleagues. References to personnel herewith are confined to teacher educators and delimited further to persons who are no longer officially identified with the program.

My more direct association with teacher educators has been in the North Central Region beginning in 1938. At that time the "fraternity" was composed of ten-year men, for which years spent in supervision wasn't applicable. Thus there wasn't much opportunity for fraternization until the AATEA became an effective professional organization.

There is hazard in listing names. Forgive me, therefore, if I fail to mention names which you would include among your listing of pioneers.

My first exposure to teacher education was at Purdue University with S. S. Cramer, Professor of Agricultural Education, and Z. M. Smith, State Supervisor, who held professional rank at the University. From them I became inspired to teach.

My next association with teacher educators was in Iowa. W. H. Lancelot at Iowa State was a pioneer in the problem method of teaching, as were several members of his staff. H. M. Hamlin carved a niche as program planning advocate and prolific writer before moving on to the University of Illinois. Parenthetically, Hamlin and Lancelot were largely responsible for my subsequent experience in supervision and teacher education.

The late W. F. Stewart was my graduate advisor at Ohio State University. I looked upon him also as a master teacher and an advocate of the Lancelot technique. Among the associates with Dr. Stewart was John McClelland, a pioneer in young farmer education and a recent retiree at Iowa State.

My acquaintance with the Minnesota staff preceded association with the University in 1938. A. V. Storm became head of agricultural education in 1912 after having had considerable tenure as a rural school administrator in Iowa and head of a department of agricultural education created at the state college in 1912. Associated with Dr. Storm were Frank Lathrop, who was later designated as Research Specialist for Agricultural Education in the Washington Office, and A. M. Field who in turn became head of agricultural education.

Pioneer educators in other North Central States with whom I had the privilege to work rather intimately included A. W. Nolan, Illinois; B. C. Lawson, Indiana; A. P. Davidson, Kansas; Carse Hammonds, Kentucky; Sherman Dickinson, Missouri; H. E. Bradford; Nebraska; C. R. Wiseman, South Dakota; J. A. James, Wisconsin. Space does not permit reference to the professional contributions and special interests of these men or a listing of staff members affiliated with them.

Several teacher educators outside of the region made a lasting impression on me. Among these early pioneers were S. L. Chestnutt, Alabama; F. A. Schmid, Colorado; R. M. Stewart, Cornell; J. T. Wheeler, Georgia; F. E. Armstrong, Hawaii; R. L. Davenport, Louisiana; V. G. Martin, Mississippi; Henry S. Brunner, Pennsylvania; D. C. McIntosh, Oklahoma; H. H. Gibson, Oregon; E. L. Austin, Rhode Island; N. E. Fitzgerald, Tennessee; E. R. Alexander, Texas; L. R. Humphrey, Utah; E. C. Magill, Virginia; D. W. Parsons, West Virginia. Persons terminating assignments with the program more recently include R. W. Cline, Arizona; Roy Roberts, Arkansas; S. S. Sutherland, California; E. W. Garris, Florida; Jessie Taft, Massachusetts; Leo Knuti, Montana; Howard Deems, Nebraska; H. W. Sanders, Virginia; Everett Webb, Washington.

To have had some contacts with these men and other teacher educators constitutes the most lasting impression I have of a life-long tenure in agricultural education.