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Statement of Problem: This study was undertaken to determine the professional training of teachers of vocational agriculture in Oklahoma. No concern is given regarding course work other than professional, which includes, education, agricultural education, philosophy of education, and psychology. This study is concerned with reporting actual facts regarding the professional courses taken by the 346 men teaching vocational agriculture in Oklahoma, January 31, 1954.

Method of Procedure: The information needed was decided on and an information sheet was formulated to record needed data. The form was tested by sampling several transcripts and the final form was approved. The transcripts of the 346 teachers of vocational agriculture in Oklahoma were obtained from the Registrar's Office of the Oklahoma Agricultural and Mechanical College. Each transcript was carefully checked, an information needed was recorded on the information sheet. After all records were studied, all the information obtained from the transcripts was summarized.

Findings and Conclusions: Fourteen and five-tenths percent of the teachers of vocational agriculture in Oklahoma have Masters degrees. Seventy-four and eight-tenths percent received Bachelors degrees in agricultural education. They have an average of 26.29 semester hours of college credit in graduate and undergraduate professional courses. The professional courses include an average of two and five-tenths hours of education, an average of slightly over four hours of psychology and an average of 19.7 semester hours of agricultural education. The teachers had an average of 19.9 hours of professional courses at the time they were issued their first certificates to teach vocational agriculture in Oklahoma. The 346 men considered in this study have held certificates to teach in Oklahoma an average of five and nine-tenths years. Sixty percent of the teachers took a professional course within two years after starting to teach vocational agriculture.

ADVISER'S APPROVAL

Don M. Owe

THE PROFESSIONAL TRAINING OF THE
346 TEACHERS OF VOCATIONAL
AGRICULTURE IN OKLAHOMA

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346 TEACHERS OF VOCATIONAL
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By

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Bachelor of Science

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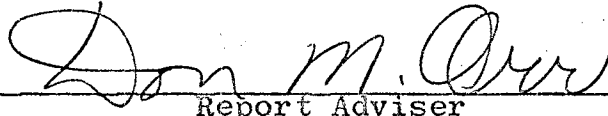
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THE PROFESSIONAL TRAINING OF THE
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Report Approved:


Report Adviser


Faculty Representative


Dean of the Graduate School

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INTRODUCTION

Statement of the Problem

The professional training of teachers of vocational agriculture has been studied very little. Most of the studies have been concerned with research on what courses teachers feel should be required. There have been no studies relative to the professional training of teachers of vocational agriculture in Oklahoma.

William Arthur Smith made the following findings and conclusions:

In 1937 of 230 teachers of Vocational Agriculture in 12 states 17 percent held the Master's Degree. Also, the professional improvement tends to increase in years of experience, but the rate of increase is proportionately greater among less experienced teachers. Smith also states that summer schools and short-unit courses provide the most frequent means of obtaining professional improvement.¹

The requirements in the number of hours of professional courses have varied considerably since the program of teacher training was first started at Oklahoma Agricultural and Mechanical College, which is the only college in the state authorized to train teachers of vocational agriculture. At the present time the

¹William Arthur Smith, The Professional Improvement Status of Teachers of Vocational Agriculture, and It's Relationship to Professional Advancement. (Thesis Ph.D., 1937, Cornell University).

requirements for obtaining a certificate to teach vocational agriculture in Oklahoma are 14 hours of Agricultural Education and three hours of Educational Psychology or Child and Adolescent Psychology. The 14 hours in Agricultural Education include the following: one three hour course in Introduction to the Teaching of Vocational Agriculture, one two hour course in Planning the Community Program in Agricultural Education, one three hour course in Methods of Teaching and Management in Secondary Agriculture, and one six hour course in Apprentice Teaching in Secondary Agriculture.

In comparing these requirements with requirements from other states we find the hours required in agricultural education to be above the average, but the hours required in education are considerably lower.

Loreen² found the average number of hours required in agricultural education for 49 teacher training centers in the United States and Puerto Rico to be 8.82 hours. The average number of hours of general education, of which Educational Psychology was included, was 7.47 hours.

Scope and Delimitation of the Problem

The study includes the 346 white teachers of

²C. Oscar Loreen, A Study of the Agricultural Education Curricula of Forty-nine Teacher Training Centers in The United States and Puerto Rico. (Teacher Trainer and Assistant Supervisor Agricultural Education, State College of Washington, Pullman, Washington. Published Study, February, 1953).

vocational agriculture who were employed in Oklahoma as of January 31, 1954. The area of study included the professional courses taken by the teachers. For the purpose of this study, professional means the courses in agricultural education, education, philosophy of education, and psychology. No concern is given in this study to courses in technical agriculture or related subjects.

This study is concerned with reporting actual facts regarding the status of the teachers in professional courses, as undergraduate and as graduate students.

Purposes of the Study

1. To determine the collegiate degrees held by the teachers of vocational agriculture in Oklahoma.
2. To determine the number of hours of professional courses taken by the teachers of vocational agriculture to January 31, 1954
3. To determine the number of hours of professional courses teachers had when they started to teach.
4. To determine how long, after beginning to teach, they waited to take a professional course.
5. To determine the number of years teachers have held a certificate to teach vocational agriculture in Oklahoma.

Method of Procedure

The information needed was decided on, and then an information sheet was formulated to record needed data. The form was tested by sampling several transcripts and the final form was decided on.

The transcripts of the 346 teachers of vocational agriculture in Oklahoma were obtained from the Registrar's

Office of the Oklahoma Agricultural and Mechanical College. Each transcript was carefully checked, and the information needed was recorded on the information sheet. Additional information was obtained from the office of the State Supervisor of Vocational Agriculture.

After all transcripts and other records were studied, tabulations were made for each item, percentages were calculated, and items of importance were put into table form.

Where quarter hours of credit were found on the transcripts, they were converted to semester hours by multiplying quarter hours by two-thirds. This sometimes resulted in fractions of semester hours of credit. For convenience, the fractions were dropped and the nearest whole number was used.

These data are accurate as far as all records obtainable indicate. The author realizes that it is possible to be in error in some instances, but the records obtainable are presented.

PRESENTATION AND ANALYSIS OF DATA

TABLE I

COLLEGIATE DEGREES HELD BY THE 346 TEACHERS
OF VOCATIONAL AGRICULTURE IN OKLAHOMA

Degree Held	Number of Teachers	Percent
Bachelor of Science	295	85.2
Bachelor of Art	1	.3
Master of Science	50	14.5
Total	<u>346</u>	<u>100.0</u>

All of the 346 teachers of vocational agriculture in Oklahoma have Bachelors degrees from a four year college. As Table I shows, very few of the teachers hold Masters degrees. Fourteen and five-tenths percent have received Masters degrees.

Most of the teachers started to teach as soon as they received Bachelors degrees. Eleven of the 50 had Masters degrees when they entered the teaching profession. The teachers are only allowed three weeks each summer for professional improvement. Therefore, this has tended to delay teachers getting Masters degrees. The small number with Masters degrees might suggest that teachers of vocational agriculture are not encouraged to complete Masters degrees, or do not have time to work diligently for the degree.

Additional information concerning these degrees will be found in Table II and XII.

TABLE II
DEPARTMENTS IN WHICH THE 346 TEACHERS OF
VOCATIONAL AGRICULTURE IN OKLAHOMA COMPLETED
THEIR BACHELORS WORK

Department	Number of Teachers	Percent
Agricultural Education	259	74.8
Education	6	1.7
Animal Husbandry	48	13.8
Dairy	4	1.2
Field Crops	8	2.3
Soils	5	1.4
Horticulture	3	.9
Agricultural Economics	3	.9
General Agriculture	4	1.2
Poultry	2	.6
Agricultural Journalism	1	.3
Double Major in Animal Husbandry and Ag. Ed.*	3	.9
Total	346	100.0

*Teachers who have a double major met the requirements both in Agricultural Education and in Animal Husbandry

The table shows that there is a great variation in the departments in which teachers completed work for Bachelors degrees. The highest percentage is in the Department of Agricultural Education.

Teachers who received degrees in departments other than Agricultural Education were required to take the courses in agricultural education and technical agriculture to qualify to teach vocational agriculture. These courses were taken either as an undergraduate or as a graduate student

It is interesting to note that the leading department other than Agricultural Education is Animal Husbandry.

TABLE III
TOTAL SEMESTER HOURS OF PROFESSIONAL
COURSES TAKEN BY THE INSTRUCTORS

Semester Hours Credit	Number of Teachers	Percent
12	1	.3
17	38	11.0
18 - 22	112	32.4
23 - 27	74	21.4
28 - 32	40	11.5
33 - 37	39	11.3
38 - 42	24	6.9
Over 42	18	5.2
Total	346	100.0

Eighty-nine percent of the teachers surpass the present minimum requirements of 17 hours of professional courses. The range in number of hours is from 12 to 63. The teacher who had only 12 hours was an emergency teacher, who has a Bachelor's degree in field crops. He has no credit in psychology. Five teachers reported more than 50 hours of professional work, and all of them had Bachelors degrees in education before qualifying to teach vocational agriculture.

The average number of hours of credit in professional courses is 26.29 hours. This shows that teachers of vocational agriculture have an average of 9.29 above the minimum requirements in professional courses.

The most common requirement to obtain the different teaching certificates in Oklahoma is 21 hours of professional courses. Seventy-one and one-tenth percent of the teachers of vocational agriculture in Oklahoma have 21 or more hours of professional courses.

TABLE IV
SEMESTER HOURS CREDIT IN AGRICULTURAL EDUCATION

Semester Hours Credit	Number of Teachers	Percent
10	1	.3
12	10	2.9
14 - 17	137	39.6
18 - 21	92	26.6
22 - 25	44	12.7
26 - 30	45	13.0
Over 30	17	4.9
Total	<u>346</u>	<u>100.0</u>

A total of 278, or 80.3 percent, of the instructors surpass the present minimum requirement of 14 hours in agricultural education courses. The range is 10 to 37 hours, with an average of 19.7 hours.

The 11 teachers having less than 14 hours of agricultural education started to teach when requirements were lower, and have not continued to take courses in agricultural education. Most of these instructors have degrees other than in agricultural education.

TABLE V
TOTAL HOURS OF GRADUATE AND UNDERGRADUATE
CREDIT IN PSYCHOLOGY

Number of Hours	Number of Teachers	Percent
None	1	.3
3	215	62.1
4	9	2.6
5	55	15.9
6	46	13.3
7	5	1.4
8	9	2.6
9	4	1.2
10	1	.3
12	1	.3
Total	346	100.0

In tabulating the hours of psychology the author included Psychology 313 and 303 which have, until recently, been in the School of Education, but are now in the Department of Psychology.

The requirement to obtain a certificate to teach vocational agriculture is three hours of psychology, either Educational Psychology, or Child and Adolescent Psychology.

As the table shows, the majority of the teachers have the minimum requirements in psychology. Thirty-seven and three-tenths percent have above the minimum requirement in psychology. The range in hours is two to twelve with an average of slightly over four hours. The teacher with no psychology was a war emergency teacher and has not met the requirement as far as the records show. The data

presented establishes the fact that very few teachers take more psychology than is required.

TABLE VI
TOTAL HOURS OF GRADUATE AND UNDERGRADUATE CREDIT
IN EDUCATION NOT INCLUDING PSYCHOLOGY

Semester Hours Credit	Number of Teachers	Percent
None	188	54.3
1 - 3	71	20.5
4 - 6	44	12.7
7 - 9	15	4.3
9 - 11	9	2.6
12 - 14	5	1.5
15 - 17	6	1.7
Over 17	8	2.4
Total	346	100.0

A total of 188, or 54.3 percent of the teachers have no credit in education. The range in number of semester hours of those having credit in education, is from one to twenty-seven hours. The average number of hours of education of the 346 teachers is two and five-tenths, and for the 158 teachers who have credit in education the average is five and five-tenths hours.

Even though there are no requirements in education courses some of the teachers take courses in education as electives, either as undergraduate or graduate students. The majority of the hours taken in education are taken as graduate students to apply on Masters degrees. The teachers having over 19 hours of education hold Bachelors degrees in education.

TABLE VII
SEMESTER HOURS OF GRADUATE WORK
IN PROFESSIONAL COURSES

Semester Hours Graduate Work	Number of Teachers	Percent
None	52	15.0
2 - 4	98	28.3
5 - 8	65	18.8
9 - 12	49	14.2
13 - 16	28	8.1
17 - 20	32	9.2
21 - 24	21	6.1
25 or more	1	.3
Total	346	100.0

Table VII shows the distribution of semester hours of graduate work in professional courses completed by the 346 teachers. Fifty-two of them have had no graduate work in professional courses. The other 294 have had from two to twenty-five hours of graduate work. The average is 7.9 semester hours.

Twenty-three of the teachers, who do not have Masters degrees have completed sufficient hours of graduate work to earn Masters degrees, but have not written their theses or reports. The graduate work is carried on in summer schools for the most part. The Department of Agricultural Education offers special three weeks courses in the summer months, and also extension classes distributed over the state during the regular school year. This service provides opportunity for teachers to do graduate work in professional courses.

TABLE VIII
 NUMBER OF SEMESTER HOURS GRADUATE
 CREDIT IN AGRICULTURAL EDUCATION

Semester Hours Credit	Number of Teachers	Percent
None	56	16.2
1 - 3	64	18.5
4 - 6	91	26.3
7 - 9	36	10.4
10 - 12	32	9.2
13 - 15	25	7.2
16 - 18	29	8.4
Over 18	13	3.8
Total	346	100.0

The table shows that a total of 56, or 16.2 percent of the instructors have no graduate work in agricultural education. The remaining 83.8 percent have from one to twenty-four hours. The majority of the teachers have from one to nine hours. The average is 6.4 hours of graduate work in agricultural education.

In comparing these data with Table VII, we find that 86.1 percent of the graduate credit in professional courses was in agricultural education. This could be expected as most of the instructors are working toward Masters degrees in the Department of Agricultural Education.

TABLE IX
SEMESTER HOURS GRADUATE WORK IN EDUCATION

Number of Hours	Number of Teachers	Percent
None	255	73.7
1 - 3	49	14.2
4 - 6	37	10.6
7 - 9	4	1.2
10	1	.3
Total	346	100.0

The table shows that a very few of the teachers have graduate work in education. This could be due to the fact that most of these courses in the School of Education are offered for the complete summer term, and the vocational agriculture teachers, who go to school in the summer, go only three weeks. The teachers who have taken education courses took most of them before they started to teach, or took them as extension courses.

The range in hours of education is from one to ten hours, with one teacher having ten hours of graduate work in education. The most frequent number of hours is two and four. Thirty-seven reported two hours and twenty-two reported four hours.

One thing that influences the number of hours of education taken by the teachers is the area where they teach. The teachers living close to colleges, or centers where extension classes are held, report the highest number of hours.

TABLE X

TOTAL HOURS CREDIT IN PROFESSIONAL COURSES AT
TIME OF RECEIVING A CERTIFICATE TO TEACH
VOCATIONAL AGRICULTURE IN OKLAHOMA

Semester Hours Credit	Number of Teachers	Percent
None	10	2.9
2 - 4	3	.9
5 - 8	5	1.5
9 - 12	4	1.2
13 - 16	18	5.1
17 - 20	179	51.7
21 - 24	67	19.4
25 - 28	27	7.8
29 - 32	16	4.6
Over 32	17	4.9
Total	<u>346</u>	<u>100.0</u>

Forty, or 11.5 percent, of the instructors, had below the present minimum requirements in professional courses at time they received a certificate to teach vocational agriculture in Oklahoma. Seventeen teachers did not meet the requirements in professional courses at the time they were issued certificates. These teachers were employed during the war emergency when there was a scarcity of teachers. By comparing Table X with Table III we find that all the teachers except one have taken sufficient courses to meet the present requirement in total hours of professional courses.

The range in hours was from two to sixty-two. The average number of hours was 19.9 or two and nine-tenths hours above the present minimum requirements. It is

significant to note that over 88 percent had above the minimum requirements at the time they received a certificate to teach vocational agriculture in Oklahoma.

TABLE XI
LAPSE OF TIME BETWEEN RECEIVING
BACHELORS AND MASTERS DEGREES

Lapse of Time in Years	Number of Teachers	Percent
1 - 2	4	8
3 - 4	14	28
5 - 6	3	6
7 - 8	3	6
9 - 10	3	6
11 - 12	13	26
13 - 14	5	10
Over 14	5	10
Total with Masters degrees	50	100

Fifty teachers of vocational agriculture have their Masters degrees. There is a wide variation in the number of years from the time they received Bachelors degrees until they earned Masters degrees. The range in years was one to twenty-one. The average number of years was eight and four-tenths years.

As the table shows there were only four teachers who received Masters degrees the following year after receiving Bachelors degrees. Eleven of the 50 with Masters degrees had already completed their requirements for the degree at the time they began teaching.

TABLE XII

LAPSE OF TIME AFTER STARTING TO TEACH UNTIL
THE FIRST PROFESSIONAL COURSE WAS TAKEN

Time Lapse In Years	Number of Teachers	Percent
Less than 1	41	11.8
1 - 2	167	48.3
3 - 4	43	12.4
5 - 6	10	2.9
7 - 8	3	.9
Over 9	1	.3
Total	265	76.6

Two hundred and sixty-five, or 76.6 percent of the present teachers have taken a professional course since they have started teaching.

Fourteen teachers waited five years or more to take a professional course. In order to renew their certificates these teachers have taken courses in some other field. The table shows that the majority took a professional course within two years. The average was 1.8 years. The reason for this is that extension problem courses are offered to beginning teachers. This table would tend to emphasize the fact that very little time elapses after teachers begin their teaching career and their subsequent enrollment in a professional course.

TABLE XIII
DEPARTMENTS IN WHICH A FIRST PROFESSIONAL COURSE
WAS TAKEN BY 265 TEACHERS WHO HAD
CREDIT IN PROFESSIONAL COURSES

Department	Number of Teachers	Percent
Agricultural Education	240	90.6
Education	20	7.5
Psychology	5	1.9
Total	<u>265</u>	<u>100.0</u>

By referring to Table IX, we find that 265 instructors have taken a professional course since beginning to teach. Table XIII gives a break down of the departments in which these courses were taken.

As could be expected, courses in agricultural education constituted the majority of the first courses taken. As explained previously, this is due to the convenient offering of courses by the Agricultural Education Department.

TABLE XIV

NUMBER OF YEARS SINCE RECEIVING A CERTIFICATE
TO TEACH VOCATIONAL AGRICULTURE IN OKLAHOMA

Number of Years	Number of Teachers	Percent
Less than 1	21	6.1
1 - 2	54	15.6
3 - 4	104	30.1
5 - 6	71	20.5
7 - 8	21	6.1
9 - 10	17	4.9
11 - 12	14	4.0
13 - 14	16	4.6
15 - 16	8	2.3
Over 16	20	5.8
Total number of teachers	346	100.0

The table shows that there is a wide variation in the number of years since the instructors received a certificate to teach vocational agriculture in Oklahoma. The range is from two weeks to 27 years. The average number of years is five and nine-tenths.

A certificate to teach vocational agriculture in Oklahoma is not issued until the person has acquired a job as a vocational instructor. It is evident, therefore, that the number of years which have elapsed since the teachers were issued certificates to teach, will closely approximate the number of years of experience of these teachers. This is not exact because no account was given of the possibility of teachers dropping out of the teaching field during this time, and later going back to teaching.

TABLE XV
DEPARTMENTS IN WHICH FIFTY INSTRUCTORS
RECEIVED THEIR MASTERS DEGREES

Department	Number of Teachers	Percent
Agricultural Education	39	78
Field Crops	5	10
Animal Husbandry	3	6
Agricultural Economics	3	6
Total	50	100

Table I shows that fifty teachers have received Masters degrees. Table XV shows that 78 percent of this group received Masters degrees in agricultural education.

Of the thirty-nine who received Masters degrees in agricultural education, twenty-three received both Bachelors and Masters degrees in agricultural education. The remaining seventeen who earned Masters degrees in agricultural education, received their Bachelors degrees in departments distributed as follows: Education, 5; Animal Husbandry, 5; Dairy, 2; Agricultural Economics, 1; and Horticulture, 1.

All of the five who received Masters degrees in field crops, also received Bachelors degrees in field crops. Two of the three who received Masters degrees in animal husbandry, also earned Bachelors degrees in this department. The other one received a Bachelors degree in general agriculture. The three with Masters

degrees in agricultural economics also received Bachelors degrees in agricultural economics.

Twenty-eight, or 56 percent, of the 50 teachers with Masters degrees received their Bachelors degrees in fields other than agricultural education. Seventeen, or 60.8 percent of them received their Masters degrees in agricultural education.

TABLE XVI

LAPSE OF TIME BETWEEN RECEIVING BACHELOR OF SCIENCE DEGREE AND OBTAINING A CERTIFICATE TO TEACH VOCATIONAL AGRICULTURE IN OKLAHOMA

Number of Years	Number of Teachers	Percent
Less than 1	246	71.1
1 - 2	38	11.0
3 - 4	24	6.9
5 - 6	18	5.2
7 - 8	8	2.3
Over 8	12	3.5
Total	346	100.0

Table XVI shows that 71.1 percent received certificates to teach vocational agriculture in Oklahoma less than one year after receiving Bachelors degrees. The other 28.9 percent had a lapse of time from one to 29 years. The average was 1.5 years.

No exact information was obtained on what the teachers did after receiving Bachelors degrees, until receiving a certificate to teach vocational agriculture in Oklahoma. Some of them went into the service,

some took jobs in other fields, and others took jobs as teachers of vocational agriculture in other states and later returned to Oklahoma to teach vocational agriculture.

SUMMARY AND CONCLUSIONS

Averages Summarized

Total semester hours of professional courses taken by teachers of vocational agriculture in Oklahoma.....	26.29
Total hours of psychology.....	4.04
Semester hours credit in agricultural education.....	19.7
Total hours of graduate and undergraduate credit in education (not including psychology).....	2.5
Semester hours of graduate work in professional courses.....	7.9
Semester hours of graduate credit in agricultural education.....	6.4
Semester hours of graduate work in education.....	.9
Total hours credit in professional courses at time of receiving a certificate to teach vocational agriculture in Oklahoma.....	19.9
Length of time in years after receiving Bachelors degrees until received Masters degrees.....	8.4
Lapse of time in years after starting to teach until taking first professional courses.....	1.8
Number of years since receiving a certificate to teach vocational agriculture in Oklahoma.....	5.9
Lapse of time in years between receiving a Bachelors degree and obtaining a certificate to teach vocational agriculture in Oklahoma.....	1.5

This study shows that there is a wide variation in the number of hours of professional courses which the teachers of vocational agriculture in Oklahoma have taken. This study does not draw conclusions, but does bring out some important points:

1. All of the teachers have Bachelors degrees, and 14.5 percent of these 346 teachers have Masters degrees.
2. Seventy-four and eight tenths percent of the instructors received their Bachelors degrees in agricultural education. Animal Husbandry was the next highest department with 13.8 percent.
3. Thirty-nine teachers, or 78 percent, of those completing Masters degrees received the degree in agricultural education.
4. Eighty-nine percent of the teachers surpass the present minimum requirement for certification of 17 hours of professional courses.
5. Only 37.3 percent of the teachers have had above the minimum requirement of three hours in psychology.
6. Eighty and three-tenths percent of the instructors surpass the present minimum requirement of 14 hours in agricultural education courses.
7. Less than 50 percent of the instructors have completed a course in education, not including psychology.

8. Eighty-five percent of the teachers have some graduate credit in professional courses.
9. Eighty three and eight-tenths percent have graduate credit in agricultural education, with a majority having from one to nine hours.
10. Only 26.3 percent have taken a course in education for graduate credit. The ones which have taken courses in education have a range of one to ten hours.
11. Over 88 percent of the teachers had above the minimum requirements in professional courses at the time they received a certificate to teach vocational agriculture in Oklahoma.
12. The number of years after receiving their Bachelors degree until receiving Masters degrees varied from one to twenty-one years. Sixty percent was over six years.
13. Sixty and one-tenth percent of the teachers took a professional course within one or two years after starting to teach.
14. Of the teachers who have taken a professional course since starting to teach 90.6 percent took their first professional course in agricultural education.
15. Fifty-one and eight-tenths percent of the instructors have held a certificate to teach vocational agriculture in Oklahoma less than

five years.

16. Seventy-one and one-tenth percent of the teachers of vocational agriculture in Oklahoma received their certificate less than one year after receiving their Bachelors degrees.

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Loreen, C. Oscar. A Study of the Agricultural Education Curricula of Forty-nine Teacher Training Centers in the United States and Puerto Rico. (Teacher Trainer and Assistant Supervisor Agricultural Education, State College of Washington, Pullman, Washington. Published Study, February, 1953).

APPENDIX

VOCATIONAL AGRICULTURE TEACHERS
 IN OKLAHOMA
 January 31, 1954

Name of Teacher	Name of School
Adams, Calvin C.	Alex
Adams, Houston	Okarche
Adams, O. S.	Wetumka
Allen, Thomas J.	Tonkawa
Anderson, Dale Eugene	Hobart
Anderson, Leslie D.	Mason
Anderson, Raymond Allen	Broken Bow
Andrews, Ernest	Minco
Arnold, Lester C.	Ringwood
Asher, Tipton	Welch
Ashley, Glynn	Red Oak
Askew, Harry Dee	Battiest
Baird, Ray O.	Ponca City
Baker, James K.	Custer City
Banks, Jess Jr.	Granite
Barnes, Leo Eugene	Sulphur
Barney, Charles C.	Elk City
Bartlett, Frank Leon	Cyril
Beach, Wm. Eugene	Muskogee
Beasley, Max Malcolm	Marietta
Bell, L. C. (Leonard)	Pawnee
Benefield, Leroy	Rattan
Benton, Luke	Atoka
Best, Marvin G.	Pryor (Whitaker)
Blankenship, Dwight	Stigler
Blakemore, G. C.	Kingston
Boevers, George	Broken Arrow
Bonham, Wendell W.	Keota
Bost, J. F., Jr.	Luther
Boston, James I.	Adair
Bowlan, Sizemore	John Marshall (O. C.)
Boyd, Charles R.	Delaware
Bradley, Willard E.	Shattuck
Brandley, W. H.	Pryor
Brannon, Clarence D.	Deer Creek
Brents, Roy	Copan
Bromley, J. H.	Fargo
Browsers, Clyde Edward	Sand Springs
Brown, Donald D.	Dacoma
Brown, J. W.	Alfalfa
Brown, Lillard	Spiro
Brown, Wm. E.	Grandfield
Brown, W. R.	Delhi
Bruton, C. W.	Sasakwa
Bruton, John C.	Coweta

<u>Name of Teacher</u>	<u>Name of School</u>
Burger, Joe T.	Hartshorne
Bynum, Gordon Dale	Roosevelt
Byrd, Tommy Grady	Hollis
Cable, Lowell H.	Fletcher
Caldwell, Ralph	Chandler
Cantwell, M. W.	Elmore City
Carey, Raymond	Checotah
Carey, Thomas Jack	Butler
Castle, L. E.	Burlington
Chaffin, Everett L.	Eufaula
Champion, James	Harrah
Chandler, Ross	Blackwell
Chapman, Merle K.	Yukon
Cheatham, Carl G.	Talihina
Cheatham, Clyde	Binger
Cheatham, Jack Alton	Dover
Chitwood, Harold G.	Bennington
Christ, Clifford	Wewoka
Christensen, John C.	Carnegie
Clagg, Harvey J.	Limestone Gap
Coleman, James V.	Wynnewood
Collier, Willard B.	Mutual
Collins, Euland L.	Idabel
Coltharp, John E.	Boise City
Connally, Jeff	Stratford
Condrey, Wayne	Supply
Cook, Claxton	Fairview
Crabtree, Francis L.	Clayton
Crawford, Murlys Lynn	Allen
Curtis, Leroy	Buffalo Valley
Davis, Phillip B.	Grove
Dawes, John E.	Cashion
Dawkins, Gerald	Dale
Dilks, Merrill D.	Tryon
Duffle, Leon B.	Edmond
Duncan, Orville E.	Dustin
Duncan, Vernon Weslie	Gould
Dupy, Cleo A.	Lamont
Dyer, Billy E.	Oney (Albert)
Edge, Doyle E.	Panama
Elder, Paul E.	Crescent
Elder, Vernon J.	Geary
Elgin, F. Lee	Chelsea
Elling, Carl Emmert	Cache
Emberty, Robert H.	Colbert
Emerson, Vernon W.	Macomb
Ennis, George W.	Konowa
Evans, Homer C. Jr.	Helena
Evans, Paul Hasel	Perkins

<u>Name of Teacher</u>	<u>Name of School</u>
Fenderson, Jr. Carl	Bixby
Fent, Ramon H.	Omega
Foley, Royce Calvin	Lindsay
Ford, Henry V.	Sweetwater
Ford, Robert Dan	Dill City
Formby, Jim E.	Oilton
Forrest, Elmer L., Jr.	Maud
Foster, L. R.	Hinton
Fox, John E.	Collinsville
Freeman, Jr. Lewis F.	Jenks
Gailey, Raymond C.	Jay
Gardner, Glen	Haskell
Garrett, Bill Cruse	Stilwell
Garwood, Vernon	Goltry
Goodwin, Elmer L.	Gotebo
Gilbert, Cawood, Jr.	Canton
Grantham, Alva	Salina
Groves, Edward, Jr.	Roff
Grebb, Ralph, Jr.	Blair
Green, Alfred Martin	Lawton
Griffin, Curtis	Wyandotte
Grissom, Bill J.	Arapaho
Grizzle, Herman M.	Tipton
Gulledge, Joseph C.	Sallisaw
Haire, Arvle A.	Moore
Hanni, Warren R.	Davis
Harl, Robert	Leon
Harper, Jack	Cordell
Harris, Elred	Nowata
Harris, John Jr.	Fort Gibson
Harrison, Wm. R.	Leedey
Hart, Justin A.	Westville
Hathaway, Charles W., Jr.	Tahlequah
Hawkins, Vlys D.	Texhoma
Haxton, Donald P.	Capron
Hays, C. Fern	Waukomis
Hazelwood, Jimmie J.	Hunter
Heiliger, Robert	Temple
Heilman, James C.	Terral
Heise, John Henry	Sayre
Henderson, Billie L.	Laverne
Henderson, Marion Eugene	Covington
Henneke, A. Otis	Drummond
Henslee, Lloyd L.	Erick
Hensley, Norris L.	Vanoss
Hesser, Andrew (W.A.)	Locust Grove
Heusel, Ralph W.	Hennessey
Hibbert, Neil J.	Carrier
Hoar, Keith	Pond Creek

Name of Teacher	Name of School
Hobbs, Lawrence Earl	Cleveland
Hobbs, Wesley	Ninnekah
Hodgen, Gene	Weleetka
Hollingsworth, Jacks L.	McLoud
Holman, Delbert J.	New Castle
Holman, Joe W.	Paden
Holman, Ray	Okemah
Hopper, John	Stroud
Horschler, Nelson C.	Duke
Howell, Garland	Vinson
Howell, Rodger F.	Kingfisher
Howerton, Foyle	Colcord
Huffer, Clois E.	Wellston
Hunter, James E.	Lexington
Hutchens, Raymond T.	Caddo
Hutchinson, Billy Joe	Thomas
Jacobs, Floyd R	Sterling
Johnson, Foster	Yale
Johnson, Zeb Ray	Claremore
Jones, Basil H.	Midwest City
Jones, Herbert C.	Capitol Hill
Jones, John D.	Elgin
Jones, Kermit	Meeker
Jones, Marvin O.	Watts
Jones, Theron Everett	Tuttle
Jordan, Herby	Atwood
Joyner, Olen D.	Mountain View
Kindell, Clyde R.	Broken Arrow
Kinney, Clifford E.	Woodward
Kirkpatrick, H. C.	Quinton
Kirkpatrick, Raymon W.	Fox
Kitchens, Edward	Davenport.
Knight, Lewis	Temple
Krausse, Otto T.	Shawnee
Kusel, John	Fort Cobb
Labor, Clarence Olen	Stillwater
Lacy, Hugh Ross	Holdenville
Lane, James C., Jr.	Anadarko
Lane, Jimmie T.	Maysville
Lash, Gene R.	Waynoka
Lawrence, Alfred R.	Rush Springs
Lawson, Bill L.	Covington
LeForce, Leroy	Chickasha
LeFors, Neill	Checotah
Legako, Joe T.	Hitchcock
Legg, Otto P.	Beaver
Logan, Bob Gene	Poteau
Long, Hollis N.	Beggs
Lovelace, H. Jo Van	Roosevelt
McAffe, Wm. A.	Valliant
McAtee, Charles	Noble

Name of Teacher	Name of School
McCarley, Walter W.	Ralston
McCurdy, Ellis	Perry
McDonald, Wilson O.	Atoka
McIlvain, C. E., Jr.	Union City
McKinley, Paul O.	Earlsboro
McMindes, Calvin C.	Eldorado
Mackey, Herbert W.	Norman
Marshall, Arthur J.	Billings
Martin, David L.	Chattanooga
Martin, Gus David	Coalgate
Massengale, Robert	Hugo
Matthews, Carl	Merritt (Elk City)
Matthews, Dyton	Madill
Matthews, Clyde C., Jr.	Morris
Maynard, J. L.	Choctaw
Meacham, Edgar M.	Jet
Meek, Ronald J.	Alva
Meisner, Robert	Guymon
Mercer, Lyndon	Loyal
Milburn, Marion F.	Asher
Miller, J. C.	Chouteau
Miller, Leslie Vaughn	Indianola
Mills, Altus L.	Crowder
Miller, Carl	Morrison-Sumner
Milton, Marvin G.	Bethel-Shawnee
Mitchell, Darius	Inola
Mitchell, Robert L.	Ripley
Mogg, C. M.	Eakley
Moore Eddie	Carter
Morgan, Haskell	Meadowbrook
Morris, Ervin	Freedom
Morris, Paul E.	Lone Grove
Morton, J. Brown	Clinton
Morton, Wm. Don	Muldrow
Moyer, Calvin A.	Soper
Muncie, Richard G.	Coyle
Muncrief, Ernest H.	Marlow
Murdock, Lloyd	Hammon
Nabors, Claude A.	Lahoma
Nelson, L. B.	Indianahoma
Nickell, Ellis H.	Cherokee
Norris, Marsena Marion	Skiatook
Northington, J.C.	Rocky
Nowlin, Alvin G.	Blanchard
Nowlin, W. B.	Frederick
Nix, Carl	Medford
Nunemaker, Oran Jr.	Burns Flat
Oliver, Billy R.	Wayne
Olivo, W. J.	Greenfield

Name of Teacher	Name of School
Page, Raymond E.	Duncan
Parker, Loyd	Selman
Pate, Haskell G.	Haworth
Payne, Arvel L.	Wapanucka
Peck, Dwight L.	Calvin
Peck, Ralph S.	Dewey
Penuel, Norvel E.	Pauls Valley
Perry, Edward	Jenks
Perryman, James L.	Kinta
Perryman, Thomas E.	Altus
Peters, Curtis R.	Lambert
Polone, H. F.	Durant
Powell, Earl H.	Bristow
Powers, Billy Gene	Mountain Park
Prentice, Louis R.	Bokchito
Price, Conn	Okeene
Price, Neil E.	Porter
Prickett, B. P.	Comanche
Pruitt, Ervin	Marshall
Pruitt, J. C.	Latta
Pyron, Travis	Seminole
Quattlebaum, Clyde	Hydro
Quimby, Milford E.	Vian
Rambo, Arnold J.	Calera
Ratliff, Adrian A.	Seiling
Raunika, Joseph	Moss
Ray, J. B.	Kiowa
Redford, R. J.	Waurika
Renfrow, Euel W.	Stigler
Rhodes, Thurman L.	Fort Towson
Ridge, Roland	Amber
Roberts, E. J.	Cement
Roberts, George L.	Hardesty
Robertson, M. J.	El Reno
Rogers, J. C.	Cheyenne
Rose, Otis E.	Wagoner
Rowe, William E.	Grant
Russell, Harvey E.	Prague
Rutledge, H. K.	Fairland
Sanders, Judge	Oaks
Schneberger, Robert	Limestone Gap
Scott, Theodore J.	Watonga
Scovil, Charles Jr.	Orlando
Shirley, Herbert J.	Cameron
Sims, S. B.	Antlers
Smith, Archie C.	Canute
Smith, Billy Q.	Walters
Smith, Carl L.	Vici
Smith, George J.	Ringling

Name of Teacher	Name of School
Smith, Horace L.	Glencoe
Smith, Olen L.	Guthrie
Smith, Raymond E.	Mulhall
Smith, Virgil	Wanette
Snodgrass, A. R.	Kansas
Sokolosky, John	Wilburton
Sorrells, Ben	Mangum
Spillman, Charles R.	Purcell
Starr, Colbert	Stilwell
Stevenson, Bill	Boswell
Steward, Alvin L.	Mannford
Stewart, Wm. R.	Tecumseh
Stivers, James E.	Jones
Stivers, Ross B.	Howe
Stobaugh, Fred	Moyers
Stone, Cleaman Hillery	Braxton
Stone, Jack E.	Lone Wolf
Stroup, Victor W.	Garber
Sumner, W. D.	Ames
Sutton, W. R.	Oakwood
Sweet, Orville	Snyder
Templer, Leo	Wakita
Testerman, Ollie J.	Springer
Tiffin, Douglas	Red Rock
Tippens, Thomas E.	Weatherford
Tippit, Lamer S.	Lenapah
Thomas, James V.	Owasso
Thomas, Ralph L.	Aline
Thornton, Reeder	Heavner
Triplett, Clyde M.	Mooreland
Tustison, Herbert C.	Sentinel
Victor, Samuel G.	Afton
Walkup, Quentin H.	Sapulpa
Ward, Clyde	Washington
Ward, Stanley J.	Dibble
Warren, Harold G.	Apache
Warren, Orval	Ryan
Whisman, Charles R.	Caney
Widener, Leonard B.	Newkirk
Widener, Ray C.	Carmen
Widener, Spudds	Perry
Wiggins, Lloyd	Buffalo
Wilkerson, Ted	Cooperton
Williams, Claude H.	Panola
Williams, Harold H.	Port (Sentinel)
Wolf, Jimmie D.	Agra
Woods, Robert L.	Cushing
Youree, Eugene F.	Cobb
Yeager, Richard G.	Verden
Zachery, Howard E.	Achille
Zuck, Lee H.	LeFlore

VITA

Thomas J. Ross
candidate for the degree of
Master of Science

Report: THE PROFESSIONAL TRAINING OF THE 346 TEACHERS
OF VOCATIONAL AGRICULTURE IN OKLAHOMA

Major: Agricultural Education

Biographical and Other Items:

Born: September 22, 1922, at Alvord, Texas.

Undergraduate Study: Southern State College, Magnolia,
Arkansas, 1941-42; University of Arkansas,
Fayetteville, Arkansas, 1946-47; Oklahoma
Agricultural and Mechanical College, Stillwater,
Oklahoma, 1951-53.

Graduate Study: Oklahoma Agricultural and Mechanical
College, 1953-54.

Experiences: Entered United States Army, December
1942, and was released in February, 1946.
Taught Veterans Agriculture at Gillham, Arkansas,
from June 1947 to October, 1950. Entered
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30, 1951. Graduate Assistant for Agricultural
Education Department at Oklahoma Agricultural
and Mechanical College, 1953-54.

Member of Phi Delta Kappa, and Alpha Zeta.

Date of Final Examination: June 30, 1954.

REPORT TITLE: THE PROFESSIONAL TRAINING OF THE 346
TEACHERS OF VOCATIONAL AGRICULTURE IN
OKLAHOMA

AUTHOR: Thomas Joseph Ross

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TYPIST: Mrs. Thomas J. Ross