DIRECTORY

Vocational Education In Agriculture

Section 1

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

M—mexico South American Republics
S—south America
T—teaching
U—university
V—voct (vocational education center)
W—teaching workshops
X—technical instruction
Y—technical instruction workshops
Z—technical instruction workshops

ALABAMA

A. D. Callahan, Montgomery
H. B.┢, Tuscaloosa

FLORIDA

A. D. Callahan, Tallahassee
H. B. Preston, Jacksonville

GEORGIA

A. D. Callahan, Atlanta
H. B. Preston, Augusta

ILLINOIS

A. D. Callahan, Normal
H. B. Preston, Chicago

INDIANA

A. D. Callahan, Indianapolis
H. B. Preston, South Bend

KANSAS

A. D. Callahan, Lawrence
H. B. Preston, Kansas City

MICHIGAN

A. D. Callahan, Detroit
H. B. Preston, Ann Arbor

MINNESOTA

A. D. Callahan, Minneapolis
H. B. Preston, St. Paul

MISSOURI

A. D. Callahan, Jefferson City
H. B. Preston, Columbia

MONTANA

A. D. Callahan, Butte
H. B. Preston, Missoula

NEW HAMPSHIRE

A. D. Callahan, Concord
H. B. Preston, Manchester

NEW MEXICO

A. D. Callahan, Albuquerque
H. B. Preston, Santa Fe

NEW YORK

A. D. Callahan, Albany
H. B. Preston, Syracuse

OHIO

A. D. Callahan, Columbus
H. B. Preston, Cleveland

OKLAHOMA

A. D. Callahan, Norman
H. B. Preston, Oklahoma City

PENNSYLVANIA

A. D. Callahan, Harrisburg
H. B. Preston, Pittsburgh

RHODE ISLAND

A. D. Callahan, Providence
H. B. Preston, Providence

SOUTH CAROLINA

A. D. Callahan, Columbia
H. B. Preston, Charleston

TEXAS

A. D. Callahan, Austin
H. B. Preston, Houston

UTAH

A. D. Callahan, Salt Lake City
H. B. Preston, Salt Lake City

VIRGINIA

A. D. Callahan, Richmond
H. B. Preston, Norfolk

WASHINGTON

A. D. Callahan, Seattle
H. B. Preston, Spokane

WISCONSIN

A. D. Callahan, Madison
H. B. Preston, Milwaukee

WYOMING

A. D. Callahan, Cheyenne
H. B. Preston, Laramie

OFFICE OF EDUCATION, WASHINGTON, D.C.

R. W. Gammage, Chief, Office of Education

J. N. Ewing, Director, Vocational Education

A. L. R. Robbins, Executive Secretary

D. H. Chinnock, Chief, Vocational Education

... Specialties...


MICHIGAN...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...


MISSOURI...


MONTANA...

The pay-off

Education in many ways is the pay-off of an individual's life. For, to become, an efficient farmer or farm worker, the abilities that have been developed are put to social use—used for the benefit of the individual, the family, and the community. The accomplishments of the individual are the results of a happy, successful, and well-rounded education. Education is a pay-off in every sense of the word.

Any individual who seeks to become a college graduate or to pursue a career in any field of study will find that education is the pay-off of his efforts. The pay-off of education is not limited to the individual, but affects the entire community. Education is a pay-off not only to the individual, but to the whole community. It is a pay-off to the nation, to the state, to the local community.

The pay-off of education is not limited to the immediate benefits of a college degree. Education is a pay-off to the individual, to the family, to the community, to the nation, to the state, to the local community. It is a pay-off that affects everyone, and it is a pay-off that is worth the investment.

The pay-off of education is a pay-off that is worth the investment. It is a pay-off that affects everyone, and it is a pay-off that is worth the investment.
Farming partners

ELMER H. SCHREIVER, Teacher, Gettysburg, Pennsylvania

The purpose of this study was to determine
which farm boys are using father and stepfather
partnerships as a step toward becoming estab-
lished in farming. If this is the case, it is a
practical step toward helping boys and
their families to know how they might make
more farm boys become part owners in the
future.

E. H. Schreiber

home farm

In most of the cases we obtained the most reliable in-
formation, active partnerships were secured first, before
the boys were married, concerning their operation. The
boys were asked a few key questions concerning their
operation. The results are summarized in the
following table:

<table>
<thead>
<tr>
<th>Boys Using Father and Stepfather Partnerships</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20%</td>
</tr>
</tbody>
</table>

The boys who were interviewed were asked to indicate
how many years it took before they were in connection
with their farm operation. The results are summarized
in the following table:

<table>
<thead>
<tr>
<th>Years in Operation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>30%</td>
</tr>
<tr>
<td>5 to 10 years</td>
<td>20%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>30%</td>
</tr>
</tbody>
</table>

The results of the study were used to make recom-
pendations concerning the formation of such par-
tnerships.

Recommendations Concerning the Formation of Father and Son

The study suggests that the following recommenda-
tions be made:

1. Encourage the formation of father and son partner-
ships as soon as possible after the boys are married.

2. The boys should be encouraged to contact
potential partners and to discuss the terms of
the partnership agreement.

3. The partners should establish a clear set
of rules and guidelines for the operation of
the farm.

4. The partners should agree on a fair share
of work and responsibility for the operation.

5. The partners should agree on a fair share
of profits and losses from the operation.

6. The partners should agree on a fair
share of the farm's assets and liabilities.

7. The partners should agree on a fair
share of the farm's obligations and liabilities.

8. The partners should agree on a fair
share of the farm's management decisions.

9. The partners should agree on a fair
share of the farm's decision-making processes.

10. The partners should agree on a fair
share of the farm's decision-making outcomes.

The recommendations were based on the study's
findings and are intended to assist in the formation
of successful father and son partnerships.
A basic goal of young farmers

Some of the essential factors involved in helping young men become established in farming

BLAINE A. BEAGLEY, Vocational Instructor, Washington, Pennsylvania

Teaching some of the things that are necessary in helping young men to become established in farming is never easy. There never seems to be a time when we must keep in mind at all times in doing these things.

The writer will list and discuss several of the things that he feels are of prime importance.

1. KNOW YOUR STUDENT. This is very often taken for granted by teachers. Quite often a teacher feels that he knows the student's first and last name, seen him in class regularly and on the farm when supervised visits are made, that he knows the student as a child, as well as in the result, so further efforts are made to become acquainted better. Occasionally, because of illness, this might cause the student to lose some of the esteem that the teacher has for him.

Should this happen, then the problem of maintaining discipline and interest becomes a matter of higher priority. A matter of whether or not the teacher takes this risk, he remains somewhat in a poor state of being one of the other part of a social organization. The teacher is not conducting his classes properly.

We also teach unless we really know our students.

Recent statistics have occasioned to visit one of his former students who had graduated two years ago. His former instructor, who is a well qualified individual, has not had the time. When the student arrived at the farm, his instructor called the student away at a neighboring farm. His telephone was out of order and he had not told the student that he would be away from the farm for an hour. The student had come and broke one of the few windows. The student was called back to visit until he returned. The student refused to leave another half-hour, so he drove off and then left the farm just a few minutes before the student.

One could discuss this problem in a large number of ways. But it is not a problem that could have been handled by any of the instructors. The instructor who knows his students and their families, their activities, and their ideas, and in this way we can gain our cooperation. We must all return to them that such a way that they will co-operate with us in their whole problem.

2. KNOW YOUR STUDENT'S intelligence.

In the classrooms we use instruction and recommendation, because of necessity, we have to have a general program for all students. Obviously, it is impossible to make some students do all the planning of all the phases of farming that apply to all the farming. We must be familiar with what is possible and what is not possible; that is to say, we cannot make students do all phases of farming. By making on the farm visits, we can do this for them. The class is that in order to establish the kind of instruction that students wish to have.

Many teachers have made the statement, "Oh, I know this student and he is very friendly." This is not the case in a successful program to know his first name, his last name, his interests, his condition and his situation. In other words, we are not using all the facilities that are available on the farm. This is due to the soil type, the condition, the condition, the climate, and the condition of the student. Without these factors, he will not have a chance to do anything of importance.

3. KNOW YOUR STUDENT'S intelligence.

In the classrooms we use instruction and recommendation, because of necessity, we have to have a general program for all students. Obviously, it is impossible to make some students do all the planning of all the phases of farming that apply to all the farming. We must be familiar with what is possible and what is not possible; that is to say, we cannot make students do all phases of farming. By making on the farm visits, we can do this for them. The class is that in order to establish the kind of instruction that students wish to have.

Many teachers have made the statement, "Oh, I know this student and he is very friendly." This is not the case in a successful program to know his first name, his last name, his interests, his condition and his situation. In other words, we are not using all the facilities that are available on the farm. This is due to the soil type, the condition, the condition, the climate, and the condition of the student. Without these factors, he will not have a chance to do anything of importance.

4. FOUR STEPS TO SUCCESSFUL FARMING.

We have divided our plan into four ways of phases of approaches to the job and in the last year. First: our first year's educational program is given to him in early the calendar year. This year's educational program will be the student's future business. Second: for the student to be a vital force in the future, for the student to know at least the fact that it is a dairy or poultry farm, and he must have been in a cow. How many things are made, what their value is, what they are made for, what the feed program consists of, etc., must be secured. These things are known, until we know the milk record of the farm student. We cannot really teach this type of farming. The student must know how much the farmer can be expected to pay for the milk milked by the cows. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students.

The student must know how much the farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students.

The student must know how much the farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students.

The student must know how much the farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students. The farmer can be expected to pay for the milk milked by the students.
Practices in essential skills

E. M. JURGENSON, Teacher Education, University of California

BEGINNING teachers of vocational agriculture are expected to be well-grounded in the many phases of agricultural production. Most graduates from agricultural institutions have an excellent training in the theory of agriculture but often do not have enough experience in everyday "doing abilities" to take advantage of their technical background. Hence, for beginning teachers, it is important for them to have many times operating below the level of efficiency of which they are capable.

In order to overcome this, institutions engaged in teacher education try to select candidates from those who have had some farm experience. In addition, if every institution of practical experience in agriculture. However, due to the increasing complexity of agriculture, it is becoming more and more difficult for any one farm to provide the requirements needed to qualify a student thoroughly to be an effective teacher. Therefore, a great many teachers come from areas where farm work is not as common as it number is increasing. These candidates possess all the other desirable qualities needed to become capable teachers of vocational agriculture, but are expensively taking it as practical experience.

A Non-Credit Course

In order to provide practical training for these candidates, the Teacher Education Division of the College of Agriculture, Deans, California, has embarked upon the following program. This program has been available for one year, and while changes will be made in the future, the program outline of the program will probably continue.

A non-credit course in practical agricul- tural skills is provided for those training in agricultural education. The training is available for undergraduate majors and those selected for teacher preceptors in the course. One-half day per week is given to this training.

During the past semester in which the program was initiated, all students working were assembled and the situation outlined by the teacher trainer and classroom instructors. At all times practical experience was used to help teachers understand what the students could do with the help of the teacher. A basic list of essential skills, the sciences involved in which the students could do with the help of the teacher. These lists were tailored, and formed the basis for the training to be offered.

In providing training opportunities, the entire faculty of the college was utilized. Ranches in the vicinity, homes in town, and the experimental station and college facilities were all used in order to get practice in the desired essential skills.

The Department of Agriculture Education organized and conducted the program, but the actual instruction in agricultural classes was provided by teachers and instructors on farms where classes were held. At all times practical experience was used to help teachers understand what the students could do with the help of the teacher. A basic list of essential skills, the sciences involved in which the students could do with the help of the teacher. These lists were tailored, and formed the basis for the training to be offered.

In providing training opportunities, the entire faculty of the college was utilized. Ranches in the vicinity, homes in town, and the experimental station and college facilities were all used in order to get practice in the desired essential skills.

The importance of teacher relationships

YOUNG teachers of vocational agriculture are thrown into a very complex set of human relationships, usually with the pupils, but often with other teachers for them, their school, and their pupils. The unorganized and underdeveloped experiences of the teacher are likely to show up in the teaching.

The way they manage these relationship is very difficult. Many young teachers have just graduated from college and have had little or no experience with people. They are likely to have trouble in adjusting to the demands of the classroom or to the needs of the pupils.

The Department of Agriculture Education organized and conducted the program, but the actual instruction in agricultural classes was provided by teachers and instructors on farms where classes were held. At all times practical experience was used to help teachers understand what the students could do with the help of the teacher. A basic list of essential skills, the sciences involved in which the students could do with the help of the teacher. These lists were tailored, and formed the basis for the training to be offered.

In providing training opportunities, the entire faculty of the college was utilized. Ranches in the vicinity, homes in town, and the experimental station and college facilities were all used in order to get practice in the desired essential skills.

The Department of Agriculture Education organized and conducted the program, but the actual instruction in agricultural classes was provided by teachers and instructors on farms where classes were held. At all times practical experience was used to help teachers understand what the students could do with the help of the teacher. A basic list of essential skills, the sciences involved in which the students could do with the help of the teacher. These lists were tailored, and formed the basis for the training to be offered.

In providing training opportunities, the entire faculty of the college was utilized. Ranches in the vicinity, homes in town, and the experimental station and college facilities were all used in order to get practice in the desired essential skills.

Principles of guidance in agriculture

1. Start decisions. Perhaps the most important principle to be with others, and which must be put into practice as well as used. Action without planning is not likely to lead to the withdrawal of a plan. A plan is needed to reach it.

2. The need for deliberate action. Action involves action in action. It takes time for the full con- sequences of an act to act upon one without some. Deliberation centers on whether what we say in the presence. Letters may be used to convey emotional messages written records are desirable, as they are safer.

3. The need for good wording. With some, letters are in no case to be used. He can see, and doesn't have to see someone else's case to be noso- aware of apprehending to what we say. We can convey our ideas to the other person if we say what we say in the presence. Letters may be used to convey emotional messages written records are desirable, as they are safer.

4. The need for good wording. With some, letters are in no case to be used. He can see, and doesn't have to see someone else's case to be noso- aware of apprehending to what we say. We can convey our ideas to the other person if we say what we say in the presence. Letters may be used to convey emotional messages written records are desirable, as they are safer.

5. The need for good wording. With some, letters are in no case to be used. He can see, and doesn't have to see someone else's case to be noso- aware of apprehending to what we say. We can convey our ideas to the other person if we say what we say in the presence. Letters may be used to convey emotional messages written records are desirable, as they are safer.

6. The need for good wording. With some, letters are in no case to be used. He can see, and doesn't have to see someone else's case to be noso- aware of apprehending to what we say. We can convey our ideas to the other person if we say what we say in the presence. Letters may be used to convey emotional messages written records are desirable, as they are safer.

7. The need for good wording. With some, letters are in no case to be used. He can see, and doesn't have to see someone else's case to be noso- aware of apprehending to what we say. We can convey our ideas to the other person if we say what we say in the presence. Letters may be used to convey emotional messages written records are desirable, as they are safer.
Choosing employment

C. S. ANDERSON, Teacher Education, Pennsylvania State College

A rating scale to be used by teachers of vocational agriculture

THE accompany- ing rating scale is suggested by teachers of vocational agricul
tural education teachers, after a place of em- placement for only a few minor changes. The scale is actually the 8th grade syllabus for senior high school in the course of the Philadelphia School District.

Ministry of the class, the best way to refer to the course, is to discuss. The mechanics of raising and handling crops, living and home management, economy, security, opportunity, and responsibility of employment, etc. Seldom before have I

The students who participated were quite enthusiastic about the idea of using the scale to measure the progress of the students. Ordinarily this would not be significant, but considering that the scale was developed by a very crowded undergraduate program, gives it a high degree of importance. The scale is given below. Teachers are expected to participate in the scale. The plan at present is to continue the scale next year, whenever the scale is assembled and the plan is to be reviewed. The plan at the discretion of the student may be given in the area in which the individual most needs training.

The goal in the future is to produce capable teachers of vocational agriculture whose knowledge and skill are functional in agricultural education. These training opportunities provide a variety of experiences for the students to work with their hands.

Natural and constructive recreation is essential to rich and normal living.

with others

Working with others

G. S. ANDERSON, Teacher Education, Pennsylvania State College

A rating scale to be used by teachers of vocational agriculture

THE accompanying rating scale is suggested by teachers of vocational agricultural education teachers, after a place of employment for only a few minor changes. The scale is actually the 8th grade syllabus for senior high school in the course of the Philadelphia School District.

Ministry of the class, the best way to refer to the course, is to discuss. The mechanics of raising and handling crops, living and home management, economy, security, opportunity, and responsibility of employment, etc. Seldom before have I

The students who participated were quite enthusiastic about the idea of using the scale to measure the progress of the students. Ordinarily this would not be significant, but considering that the scale was developed by a very crowded undergraduate program, gives it a high degree of importance. The scale is given below. Teachers are expected to participate in the scale. The plan at present is to continue the scale next year, whenever the scale is assembled and the plan is to be reviewed. The plan at the discretion of the student may be given in the area in which the individual most needs training.

The goal in the future is to produce capable teachers of vocational agriculture whose knowledge and skill are functional in agricultural education. These training opportunities provide a variety of experiences for the students to work with their hands.

Natural and constructive recreation is essential to rich and normal living.


deliberate handling of the funds of others or suspicion that these funds are being used. This may be taken as the funds of the teachers, sponsor, such as the P.E.A., are being used for the benefit of the school in keeping with the best practices in managing the funds of teachers. Careful accounting and safeguarding of the funds and regular auditing of the accounts is required.

Restoration of the course of studies. More are involved and often indefinite, being impressed as the impression is placed on the course of studies. Again, if we had to teach the work, we would not be able to do it. Even if we had to take the class to a large building, we would have problems because of the time and room space required. The class is operated in pairs, under the supervision of the school, college policy which requires the operation on the principles of at least five or six head square.

As for the arrangement, the first job was finished, the farmer stated he had a hundred-pound box he would like to do. The student had not been in the class for a long time before noon, the class cooperated in gathering the number performed the operation. A brief discussion as to various methods used in the operation followed after which the job terminated.

To be Continued

The students who participated were quite enthusiastic about the idea of using the scale to measure the progress of the students. Ordinarily this would not be significant, but considering that the scale was developed by a very crowded undergraduate program, gives it a high degree of importance. The scale is given below. Teachers are expected to participate in the scale. The plan at present is to continue the scale next year, whenever the scale is assembled and the plan is to be reviewed. The plan at the discretion of the student may be given in the area in which the individual most needs training.

The goal in the future is to produce capable teachers of vocational agriculture whose knowledge and skill are functional in agricultural education. These training opportunities provide a variety of experiences for the students to work with their hands.

Natural and constructive recreation is essential to rich and normal living.

with others

Working with others

G. S. ANDERSON, Teacher Education, Pennsylvania State College

A rating scale to be used by teachers of vocational agriculture

THE accompanying rating scale is suggested by teachers of vocational agricultural education teachers, after a place of employment for only a few minor changes. The scale is actually the 8th grade syllabus for senior high school in the course of the Philadelphia School District.

Ministry of the class, the best way to refer to the course, is to discuss. The mechanics of raising and handling crops, living and home management, economy, security, opportunity, and responsibility of employment, etc. Seldom before have I

The students who participated were quite enthusiastic about the idea of using the scale to measure the progress of the students. Ordinarily this would not be significant, but considering that the scale was developed by a very crowded undergraduate program, gives it a high degree of importance. The scale is given below. Teachers are expected to participate in the scale. The plan at present is to continue the scale next year, whenever the scale is assembled and the plan is to be reviewed. The plan at the discretion of the student may be given in the area in which the individual most needs training.

The goal in the future is to produce capable teachers of vocational agriculture whose knowledge and skill are functional in agricultural education. These training opportunities provide a variety of experiences for the students to work with their hands.

Natural and constructive recreation is essential to rich and normal living.
Building farm mechanics exhibits

W. R. CLINE, Editor

FARM mechanics exhibits for local fairs and state fairs take considerable time and advance planning. The shop articles must be of high quality and good type construction, attractive in appearance, and work all useful on the farm.

A well-balanced exhibit should include a cross-section of the type of work carried on in the high school farm shop. Machinery constructed in the shop using salvage materials and of the nature farmers can construct on their own farm using their own welding equipment often attract the most attention. It is well to stress at the fairs that students receiving a certain standard of workmanship will be used in the school's exhibit at the state fair.

Practical and interesting.

In most cases equipment constructed has an immediate demand. Give me, on the student's farm; therefore sometimes it is necessary before an exhibit to bring equipment back into the farm shop for repair.

We have found such articles as rotary mowers, power shovel power mowers, tractor mowers, trailer, horizon cutters, well feeders, rice hale diggers, and concrete rollers, cutters the interest of the farm people.

The exhibit should be arranged in a neat manner with card accompanying each article giving the following information: (1) the boy's name, (2) the hours required in construction, (3) the approximate cost of construction, (4) the cost of the article if purchased from a dealer, and (5) if the salvaged materials were used on local farm or from a junk dealer.

I am of the opinion that no student should be encouraged to build an article for the sake of an exhibit; there should be a definite need on the students' home farm for that article and if at all possible, it should be used to carry out his farming program.

Farm Mechanics

W. R. CLINE

Farm shop practices

Shown in the picture are forty-five prospective teachers of vocational agriculture in the course "Farm Shop Practices" in the Kansas Agricultural College. The instructor is Professor A. S. Monsey, a former teacher of vocational agriculture. It is evident that in this course hand and power tool processes are learned as "doing" work. The "tall homes" projects included:

1. tractors or wagon bodies of different types
2. horsepower and refrigeration units
3. air compressors for farm shop use
4. grain and hay elevators
5. portable equipment for farm shop use
6. rice hale diggers
7. well feeders, rice hale diggers, and a number of other practical and useful pieces of equipment—pallet lifters, power shovel, trailer, rice hale digger, a wheel barrow, a tractor, and truck, a steel workbench, and a wood control spray rig.

Notice

Student subscriptions usually expire with the June number. Students who wish to maintain a complete file should arrange to become a regular subscriber.
Future Farmers of America

H. N. HANSUCKER

Leadership training - Kentucky's F.F.A. camp

W. C. MONTGOMERY, Executive Secretary, Frankfort, Kentucky

THERE are three hundred Future Farmers and their advisors representing sixty chapters participated in the leadership training camp offered at the State F.F.A. Camp last summer.

Although different from the usual camp programs, in that leadership training is given rather than preparation of chapter officers and their advisors were very enthusiastic about the program and reported that it is continued in this year.

Our summer camping program is five weeks in length, starting the last week in June and concluding the third week of July. Each camp period begins on Monday and ends Friday noon. Monday evening and Friday morning are set aside for registration, assignment of groups for each chapter, and awarding of camp certificates. On Friday afternoon and evening the camp canteen is open for all government officers.

The daily schedule consists of:

6:45 A.M. Getting up time
6:50 A.M. Setting up exercises
7:00 A.M. Breakfast
8:30 A.M. Instruction period
7:30 A.M. Break
8:45 A.M. Instruction period
9:00 A.M. Lunch
11:15 A.M. Supervised instruction in marketing and handling hogs
12:30 P.M. Supper
1:15 P.M. Swimming and boating
5:30 P.M. Athletic program
7:00 P.M. Supper
7:45 P.M. Programs (Speakers, movies, parliamentary procedures and group games)
9:00 P.M. Bedtime

Since I am dealing with leadership training, I will only mention the phases of camp program. The camp was staffed with two vocational agriculture supervisors, assisted by a number of teachers with good F.F.A. programs. They supervised the over one hundred campers as camp director. This supervisor held daily staff meetings to discuss the problems that are to be taught the following day.

The first week period each day found the chapter presidents, vice-presidents, secretaries, treasurers, and reporters on their respective groups and on problems relating to the duties and responsibilities of the particular group.

Chapter advisors not working as instructors remained each day from one to two hours with officers of another.

During the second instructional period, officers and advisors from five or six chapters formed working groups. The number of groups formed depended on the number of chapters attending camp that week. These groups worked on different activities for chapters. Some chapters had groups for activities for chapters and in the operation of a good typical farm business in the area an effective teaching method.

No longer do we have to say that farmers tell me how they can make a certain profit on their own county crops and livestock. We have found that those who go deeper into the efficiency of the artificial insemination, we find that some chapters are engaged in a farm inventory book, J.I.C.P. records, and have individual livestock records. We have a group throughout the week or until "graduated" to a group of ten students.

During the daily period at camp, the training continues for the students and the instructors are given for the first time of the cementations which will be the charge of the program. Each committee is made up entirely of boys and one or more instructors acting as advisor. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively involved in the week's activities.

A Typical Daily Program

5:30 to 6:00 A.M. Conservation field trips (optional)
6:00 Rise and shine
6:25 Breakfast
7:15 to 7:45 Pledge camp and flag raising
8:00 Breakfast
8:30 to 12:30 P.M. Programs (Speakers, movies, parliamentary procedures and group discussion)
12 Noon Lunch
1:15 to 2:15 P.M. Swimming and boating
11:30 Swimming and boating (field study with conservation by special arrangement)
12 Noon Lunch
12:45 to 1:00 P.M. Free period

Missouri F.F.A. camp

JAMES A. BAILEY, District Supervisor, Joplin, Missouri

Boys like to go camping—Good F.F.A. chapters, why not go to camp? And why not go to different places? This was the thinking of those who were responsible for initiating the Missouri F.F.A. Leadership Training Camp in 1941.

The area in which Missouri is known as is the State F.F.A. camp is a part of the Lake of the Ozarks, an area set aside for the use of the State Board of Fish and Wildlife. The State Board of Fish and Wildlife has owned and operated the area through the Missouri Fish and Wildlife Board.

During the time of the first camp at camp, a suggested program for the week was announced and instructions are given for the election of the committee members which will be the charge of the program. Each committee is made up entirely of boys with one or more instructors acting as advisor. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively involved in the week's activities.


typical daily program

5:30 to 6:00 A.M. Conservation field trips (optional)
6:00 Rise and shine
6:25 Breakfast
7:15 to 7:45 Pledge camp and flag raising
8:00 Breakfast
8:30 to 12:30 P.M. Programs (Speakers, movies, parliamentary procedures and group discussion)
12 Noon Lunch
1:15 to 2:15 P.M. Swimming and boating
11:30 Swimming and boating (field study with conservation by special arrangement)
12 Noon Lunch
12:45 to 1:00 P.M. Free period

Boys like to go camping—Good F.F.A. chapters, then why not go to camp? And why not go to different places? This was the thinking of those who were responsible for initiating the Missouri F.F.A. Leadership Training Camp in 1941.

The area in which Missouri is known as is the State F.F.A. camp is a part of the Lake of the Ozarks, an area set aside for the use of the State Board of Fish and Wildlife. The State Board of Fish and Wildlife has owned and operated the area through the Missouri Fish and Wildlife Board.

During the time of the first camp at camp, a suggested program for the week was announced and instructions are given for the election of the committee members which will be the charge of the program. Each committee is made up entirely of boys with one or more instructors acting as advisor. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively involved in the week's activities.


typical daily program

5:30 to 6:00 A.M. Conservation field trips (optional)
6:00 Rise and shine
6:25 Breakfast
7:15 to 7:45 Pledge camp and flag raising
8:00 Breakfast
8:30 to 12:30 P.M. Programs (Speakers, movies, parliamentary procedures and group discussion)
12 Noon Lunch
1:15 to 2:15 P.M. Swimming and boating
11:30 Swimming and boating (field study with conservation by special arrangement)
12 Noon Lunch
12:45 to 1:00 P.M. Free period

Boys like to go camping—Good F.F.A. chapters, then why not go to camp? And why not go to different places? This was the thinking of those who were responsible for initiating the Missouri F.F.A. Leadership Training Camp in 1941.

The area in which Missouri is known as is the State F.F.A. camp is a part of the Lake of the Ozarks, an area set aside for the use of the State Board of Fish and Wildlife. The State Board of Fish and Wildlife has owned and operated the area through the Missouri Fish and Wildlife Board.

During the time of the first camp at camp, a suggested program for the week was announced and instructions are given for the election of the committee members which will be the charge of the program. Each committee is made up entirely of boys with one or more instructors acting as advisor. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively involved in the week's activities.


typical daily program

5:30 to 6:00 A.M. Conservation field trips (optional)
6:00 Rise and shine
6:25 Breakfast
7:15 to 7:45 Pledge camp and flag raising
8:00 Breakfast
8:30 to 12:30 P.M. Programs (Speakers, movies, parliamentary procedures and group discussion)
12 Noon Lunch
1:15 to 2:15 P.M. Swimming and boating
11:30 Swimming and boating (field study with conservation by special arrangement)
12 Noon Lunch
12:45 to 1:00 P.M. Free period

Boys like to go camping—Good F.F.A. chapters, then why not go to camp? And why not go to different places? This was the thinking of those who were responsible for initiating the Missouri F.F.A. Leadership Training Camp in 1941.

The area in which Missouri is known as is the State F.F.A. camp is a part of the Lake of the Ozarks, an area set aside for the use of the State Board of Fish and Wildlife. The State Board of Fish and Wildlife has owned and operated the area through the Missouri Fish and Wildlife Board.

During the time of the first camp at camp, a suggested program for the week was announced and instructions are given for the election of the committee members which will be the charge of the program. Each committee is made up entirely of boys with one or more instructors acting as advisor. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively involved in the week's activities.


typical daily program

5:30 to 6:00 A.M. Conservation field trips (optional)
6:00 Rise and shine
6:25 Breakfast
7:15 to 7:45 Pledge camp and flag raising
8:00 Breakfast
8:30 to 12:30 P.M. Programs (Speakers, movies, parliamentary procedures and group discussion)
12 Noon Lunch
1:15 to 2:15 P.M. Swimming and boating
11:30 Swimming and boating (field study with conservation by special arrangement)
12 Noon Lunch
12:45 to 1:00 P.M. Free period

Boys like to go camping—Good F.F.A. chapters, then why not go to camp? And why not go to different places? This was the thinking of those who were responsible for initiating the Missouri F.F.A. Leadership Training Camp in 1941.

The area in which Missouri is known as is the State F.F.A. camp is a part of the Lake of the Ozarks, an area set aside for the use of the State Board of Fish and Wildlife. The State Board of Fish and Wildlife has owned and operated the area through the Missouri Fish and Wildlife Board.

During the time of the first camp at camp, a suggested program for the week was announced and instructions are given for the election of the committee members which will be the charge of the program. Each committee is made up entirely of boys with one or more instructors acting as advisor. Members of the committees hold frequent planning meetings with the camp director or the F.F.A. leadership director, but are not actively involved in the week's activities.
Developing an F.F.A. scrap book

J. B. Rockwell

We wanted a community library. We

needed to make the books available
to the public in a convenient form.

The book was a way to accomplish this.

In 1940, the chapter was one of the

first to make use of the new

books. We decided that the best way to do

this was by developing a scrap book.

The members then began to collect
type, pictures, clippings, and other
data that would be useful in

preparing the scrap book. They

began by selecting a theme for each

entry, such as agriculture, industry,
or recreation.

The entries were then

organized into sections, with each

section containing information

about a particular topic. The

members worked together to

assemble the material and

arrange it in a logical order.

The scrap book was finally

completed and presented to

the community. It was a

success, and it served as a

valuable resource for

everyone who used it.

The F.F.A. scrap book

is a wonderful tool for

sharing information and

spreading knowledge. It is

an excellent way to

promote agriculture and

encourage others to

get involved in the

field. We encourage

everyone to check out

the scrap book and

learn more about the

importance of

agriculture.
Operative skills essential

The purpose of this study is to determine which of the basic operative skills are essential to the proper training of teachers of agriculture, 2% of whom the authors are unable to study, since the other 98% were eliminated by the process of choosing the various teachers.

Louisiana teachers indicate areas of strength and deficiency in their training.

T HE purpose of this study is to determine which of the basic operative skills are essential to the proper training of teachers of agriculture, 2% of whom the authors are unable to study, since the other 98% were eliminated by the process of choosing the various teachers.

The teachers rated the basic skills as follows: (1) general livestock, including those which apply only to specific types of livestock, e.g., pigs, sheep, and poultry.

On general livestock, including those which apply only to specific types of livestock, e.g., pigs, sheep, and poultry.

The teachers rated the basic skills as follows: (1) general livestock, including those which apply only to specific types of livestock, e.g., pigs, sheep, and poultry.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

The teachers indicated areas of strength and deficiency in their training.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

The teachers indicated areas of strength and deficiency in their training.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.

A list of operative jobs was compiled from text books and by personal interviews. The list was confirmed by the heads of the technical departments at the Louisiana State University. It was mailed to all Louisiana teachers of agriculture who were asked to check off the list of jobs for which they were taught. There was a return of 76% of the list. A total of 228 teachers checked 206 jobs.
Supervised placement

that summer. This enables the student while still under the supervision of the school to become established in a position in which he will expect to earn his living.

The school conducts a system of graduate follow-up which offers opportunity for all worthy graduates to secure assistance in advancement to higher levels of earning and experience from year to year. At the same time, many requests from farmers and others for lifetime positions are considered for the utmost advantage of both employer and graduate.

Graduates are always welcome to return with respect to the art of getting ahead in their chosen occupations. The principles of supervision and advertising made available in selling personal services. To create a desire for his services in the minds of prospective employers a graduate must recognize and prepare his qualifications and perform his obligations in an effective manner. A few of our graduates instinctively possess a pattern of such arts for the rest, training is essential. In general, training is conducted on an individual basis, usually during the summer. We help each senior give sufficient thought to this decision in time.

Making a personal inventory and analysis of interests and qualifications.

Building a plan for the future.

Organizing a personal plan.

Analyzing the job market and opportunities.

Appraising and applying job-finding techniques.

With slight modifications, guidance with respect to the development of this art is given to former student farmers and graduates during out-of-school time on no individual basis.

The personal record folder has been used by many graduates. It has been an effective aid in getting them better jobs and more money. All consists of is a summary of the student’s work and progress and records of the employers and services to be paid to the guidance of the minds of the employer need for you.

In the long-time continuing program of training and guidance, the present-day Young Agri-

School has given definite expression to its desire to contribute to the development of successful, well-rounded young men and women for the position that they must assume in the field of farming.

The farm personnel of the school needs to be adequate size to furnish a satisfactory income for the local people.

An accurate and complete set of farm accounts must be kept in order to keep farmers to both parts of the country, a complete inventory should be available at the start of the partnership.

A monthly statement should be given to the farmer for which the inventory is available and that for which it is available.

A financial statement should be made up at a minimum and annual financial statements have been closed for the year.

For the success of the partnership satisfactory living arrangements must be made for the farmer and his family.

Practicing sound farm management is important in addition to the getting ahead and possibly increasing his income in the farming business.

Farming partnerships

(Continued from Page 44)

An honor to Dr. Wheeler

Dr. John T. Wheeler has received recognition from the American Agronomists Association for his contributions to the agronomy field. The association presented him with the Plowman Award in recognition of his research and teaching contributions to the field of agronomy.

Dr. Wheeler has served as the head of the agronomy department at the University of Georgia for over 30 years. During his tenure, he has made significant contributions to the field of agronomy, including research on soil fertility, crop production, and plant nutrition. He has also been a leader in the development of agronomic education, serving as the founding editor of the Journal of Soil Science and as a member of the American Society of Agronomy.

His contributions have been recognized by his peers, as evidenced by his receipt of numerous awards and honors, including the Plowman Award. He is widely respected for his expertise and has served as a consultant to government agencies and industry leaders.

Dr. Wheeler's contributions to the field of agronomy have had a lasting impact on the agricultural community. His research and teaching have helped to shape the field and prepare the next generation of agronomists. His leadership and dedication have set a high standard for future generations of agronomists and continue to inspire those in the field.

Conclusions

The data collected in this study suggest that a farmer and son partnership is to be successful a number of factors should be considered in forming the partnership agreement. Some of these factors are as follows:

1. The son should be interested in farming.
2. The father and son must be able to work together. The son will need to recognize the value of the experience and judgment of the father, while the father will need to recognize the son's expertise for responsibility, his desire to improve conditions by use of modern scientific methods, and his right to acquire some property and operate independently.
3. The agreement must be written and signed in a businesslike manner. Sufficient details should be included so that each party knows his responsibilities.
4. The agreement must be fair to the whole family. Any dissatisfaction on the part of anyone concerned might make the agreement to be dissolved before it is thoroughly tested. The entire family should be familiar with the agreement to avoid misunderstanding and dissatisfaction.
5. When the father desires to retire, his savings should be available for his personal use and not be entirely tied up in the business.
6. The farm business must be of adequate size to furnish a satisfactory income for the local people.
7. An accurate and complete set of farm accounts must be kept. It is important that the inventory be available at the start of the partnership.
8. A monthly statement should be provided for those who have provided the inventory.
9. A financial statement should be made up at a minimum and annual financial statements have been closed for the year.
10. For the success of the partnership satisfactory living arrangements must be made for the farmer and his family.
11. Practicing sound farm management is important in addition to the getting ahead and possibly increasing his income in the farming business.
**DIRECTORY**

Vocational Education In Agriculture
Section II*

**Directors, Supervisors, and Teacher Trainers**

Key to Abbreviations Used

d—directors
s—supervisors
as—assistant supervisors
rs—regional supervisors
aa—district supervisors
FPA—specialist FPA
*—teacher trainers
It—Itinerant teacher trainers
*—reviewed this year

**MISSOURI**

d—Tracy Dale, Jefferson City
s—C. M. Hummey, Jefferson City
d—Joe Moore, Mt. Vernon
d—F. A. Witten, Columbia
as—G. F. Oden, Columbia
aa—Joe Dock, Columbia

**MONTANA**

d—A. W. Johnson, Billings
s—Arthur B. Ward, Helena

**NEBRASKA**

d—G. P. Lehendeker, Lincoln
s—Louis Klein, Lincoln
as—L. D. Clowdus, Lincoln
aa—R. W. DeNeve, Lincoln

**NEW JERSEY**

d—Donald C. Cameron, Carneys Point
s—John W. Bateman, Cardon

**NEW MEXICO**

d—L. C. Dalton, State College
s—T. W. Evans, New Brunswick

**NEW YORK**

d—A. D. Gedney, Albany
s—H. S. Goff, Albany
as—E. W. Van Velsor, Alfred
s—H. F. Hatch, Albany
as—R. C. Latting, Albany
aa—R. L. Hueston, Albany
s—W. E. Smith, Middletown
aa—L. M. Mott, Middletown

**NORTH CAROLINA**

d—A. C. Read, Raleigh
s—J. H. Ence, Raleigh
as—R. H. Thomas, Raleigh
as—E. I. H. Byrd, Raleigh
as—W. H. Fisher, Raleigh
s—R. L. King, Raleigh
as—A. F. Carpenter, Raleigh
s—C. H. Underwood, Raleigh
as—W. R. Smith, Raleigh

**OHIO**

d—J. O. Shumaker, Columbus
s—J. W. Albro, Columbus
as—H. W. Stine, Columbus
s—E. W. White, Columbus
as—A. C. Rutherford, Columbus

**OKLAHOMA**

d—L. J. Story, Stillwater
s—R. E. Byerly, Stillwater
as—R. W. Johnson, Stillwater
s—A. W. Hatfield, Stillwater
as—O. A. Coffee, Stillwater
s—F. E. Thomas, Stillwater
as—T. J. Hendrix, Stillwater

**OREGON**

d—J. F. Soule, Salem
s—J. H. Hare, Salem
as—D. E. Brewster, Salem
as—H. H. Gibson, Corvallis
s—J. A. Ham, Corvallis

**Pennsylvania**

**Puerto Rico**

d—L. C. Hernandez, San Juan
s—A. O. Melendez, San Juan
as—H. W. McFarland, San Juan
s—J. H. Stiver, San Juan
as—D. E. Palmer, San Juan
s—W. S. McCall, San Juan
as—I. P. velocity, San Juan
s—J. H. Stiver, San Juan
as—W. S. McCall, San Juan
s—W. S. McCall, San Juan

**Rhode Island**

d—Everett L. Austin, Providence

**South Carolina**

d—B. L. Reed, Columbia
s—J. L. Aston, North Charleston
s—H. W. Gough, Columbia

**South Dakota**

d—R. H. Warner, Sioux Falls
s—J. L. Harbert, Sioux Falls
s—W. H. Ruggles, Sioux Falls

**Tennessee**

d—E. L. Martin, Nashville
s—H. J. Paul, Nashville
s—E. H. Johnson, Nashville
s—W. D. Tate, Nashville
s—E. H. Johnson, Nashville
s—W. D. Tate, Nashville
s—E. H. Johnson, Nashville

**Texas**

d—W. R. Lowry, Austin
s—W. C. B. Martin, Austin
as—H. W. McFarland, Austin
s—A. J. Marshall, Austin
as—W. S. McCall, Austin
s—J. H. Stiver, Austin
as—W. S. McCall, Austin
s—J. H. Stiver, Austin
as—W. S. McCall, Austin
s—J. H. Stiver, Austin
as—W. S. McCall, Austin
s—J. H. Stiver, Austin

**Utah**

d—Mark Nield, Salt Lake City
s—W. R. Davis, Salt Lake City

**Virginia**

d—R. W. Lowry, Richmond
s—K. W. Lowry, Richmond
as—H. W. Lowry, Richmond
s—A. W. Lowry, Richmond
as—K. W. Lowry, Richmond
s—A. W. Lowry, Richmond
s—K. W. Lowry, Richmond
as—D. R. Lowry, Richmond
s—H. W. Lowry, Richmond
as—K. W. Lowry, Richmond
s—A. W. Lowry, Richmond
as—K. W. Lowry, Richmond
s—A. W. Lowry, Richmond
s—K. W. Lowry, Richmond

**Washington**

d—H. G. Balcomb, Olympia
s—H. W. Lowry, Olympia
as—H. W. Lowry, Olympia
s—H. W. Lowry, Olympia
as—J. W. Lowry, Olympia
s—J. W. Lowry, Olympia
as—J. W. Lowry, Olympia
s—J. W. Lowry, Olympia
as—J. W. Lowry, Olympia
s—J. W. Lowry, Olympia

**West Virginia**

d—W. S. Taylor, Charleston
s—W. S. Taylor, Charleston
as—J. E. Martin, Charleston
s—J. E. Martin, Charleston
as—J. E. Martin, Charleston
s—J. E. Martin, Charleston
as—J. E. Martin, Charleston
s—J. E. Martin, Charleston
as—J. E. Martin, Charleston
s—J. E. Martin, Charleston
as—J. E. Martin, Charleston
s—J. E. Martin, Charleston

**Wisconsin**

d—G. C. Gerber, Madison
s—J. M. C. Smith, Madison
as—M. C. Smith, Madison
s—J. M. C. Smith, Madison
as—M. C. Smith, Madison
s—J. M. C. Smith, Madison
as—M. C. Smith, Madison
s—M. C. Smith, Madison
as—M. C. Smith, Madison
s—M. C. Smith, Madison

**Wyoming**

d—W. S. Lowry, Cheyenne
s—W. S. Lowry, Cheyenne
as—J. W. Lowry, Cheyenne
s—J. W. Lowry, Cheyenne
as—J. W. Lowry, Cheyenne
s—J. W. Lowry, Cheyenne
as—J. W. Lowry, Cheyenne
s—J. W. Lowry, Cheyenne

---

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

*The directory has been revised on the basis of information furnished by the U. S. Office of Education, January 1930. The increase in personnel has necessitated running the directory in two installments.*