Vocational Education In Agriculture

Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

4—director
3—supervisor
2—assistant supervisor
1—regional supervisor
F—district supervisor
P—FSA-recognized
H—high school teacher
T—teacher
R— الرجال

MISSOURI

- J. E. White, Rolla
- W. D. Ford, Columbia
- E. O. Brown, St. Louis
- C. L. Plank, Columbia
- R. E. McCaffrey, Kansas City
- R. E. McCaffrey, Kansas City
- A. W. Rice, Joplin
- J. A. Fisk, Lee's Summit
- L. S. Hill, Kansas City

MONTANA

- W. C. Grubbs, Butte
- R. B. Johnson, Butte
- J. W. Wright, Great Falls
- C. F. Johnson, Great Falls

NORTH CAROLINA

- F. W. Johnson, Raleigh
- J. W. Davis, Raleigh
- W. A. Robinson, Winston-Salem
- W. A. Robinson, Winston-Salem

NORTH DAKOTA

- R. A. Hovde, Fargo
- R. A. Hovde, Fargo

OHIO

- H. C. Bell, Columbus
- C. C. Baker, Columbus
- F. S. Baker, Columbus
- F. S. Baker, Columbus

OKLAHOMA

- E. R. Good, Oklahoma City
- E. R. Good, Oklahoma City

OREGON

- W. L. Smith, Portland
- W. L. Smith, Portland

PENNSYLVANIA

- W. J. House, Philadelphia
- W. J. House, Philadelphia

PUIURO RIO

- T. H. Hoxie, Buenos Aires
- T. H. Hoxie, Buenos Aires

RHODE ISLAND

- E. B. Davis, Providence

SOUTH CAROLINA

- W. J. Moore, Columbia
- W. J. Moore, Columbia

SOUTH DAKOTA

- C. H. Smith, Rapid City
- C. H. Smith, Rapid City

TENNESSEE

- W. J. Gordon, Memphis
- W. J. Gordon, Memphis

TEXAS

- W. J. Gordon, Dallas
- W. J. Gordon, Dallas

UTAH

- R. J. Smith, Salt Lake City
- R. J. Smith, Salt Lake City

VERMONT

- C. J. Johnson, Montpelier
- C. J. Johnson, Montpelier

VIRGINIA

- W. J. Gordon, Richmond
- W. J. Gordon, Richmond

WASHINGTON

- R. J. Smith, Seattle
- R. J. Smith, Seattle

WEST VIRGINIA

- R. J. Smith, Charleston
- R. J. Smith, Charleston

WISCONSIN

- W. J. Moore, Milwaukee
- W. J. Moore, Milwaukee

YUGOSLAVIA

- R. J. Smith, Belgrade
- R. J. Smith, Belgrade

This Issue: Features...Conservation
The Agricultural Education Magazine, August, 1930

Contents

Editorial
Improved Farm Practices 27
Conservation
Conservation
Expanding Service
Conservation: Teaching Units
Mobile the Community
Improvement-An R.P.A. Chapter's Obituary
Teach's Conservation
Cooperation in Soil Conservation
Teaching Forestry
Three Thousand Forestry Students
Conservation-A Problem in Other Lands
Needs of Farm Families
German Exchange Student Study Methods
Establishing Young Men in Farming
Missouri to Avoid
Starting an Advisory Council
Test Tream Program for R.P.A. Office
Farming Programs
Book Review
Future Farmer Safety Campaign
Local Administrators Contended
Problems and Practices of State Associations
Annual Program at Work
Keeping Up-to-date on Salesmen
Believe It or Not

The Agricultural Education Magazine, August, 1930

Advantages of improved farm practices by veterans and other farmer-class members is regarded as one of the most satisfactory types of educational problems. Since the beginning of the modern educational movement, a great deal of emphasis has been placed on the importance of farm practices in their education to the farmer. The results of these efforts have been increasing, and it may be expected that the next one or two years will bring increased complaints to practices.

What use is the information which are the basis for the adoption of improved practices by farmers? A study of the Sources of Information for Improvement by R. A. Williams of the State College, has considerable value in this connection. Teachers of agriculture will be interested in noting that, in the county, the community, the teacher was reported by farmers as an important source of information. Farmers have many sources of information on new practices and ideas, and it is therefore somewhat disturbing that 27.4 per cent of the farmers' replies with respect to improved farm practices in- dicating no information. Contrast the foregoing with the fact that all agricultural agencies were indicated as the main source of information in only 30.6 per cent of the replies.

One important point foreshadowed in the study is that farmers' use of sources of information varied with different practices. Dealers and other farmers were found to be the most important source of information for the older practice, agricultural agencies for the newer ones. We could wish to investigate this matter more extensively with special reference to our own program. Certainly, we do not wish to suspend a lot of time without obtaining results. It may be that the methodology requires some adjustment or that efforts had better be concentrated on those practices which can be more effectively taught. A need exists for studying the problem may be found in data reported which relates to farmers' use of different sociological and economic levels. Teachers of vocational agriculture were quite uniformly reported as primary in most states. In contrast, in different states may arise, in contrast with some other sources where variability was marked.

The problems of deciding which practices to emphasize, adjusting teaching to varying situations, and meeting needs of groups having different backgrounds and objectives are not new to teachers of agriculture. However, better solutions will be found when we make intelligent use of new facts as they become available. And, we can push ahead in the production of necessary information that will help teachers to make improved programs.

Conservation

Confidence that our teaching will insure fertile fields, pure streams, and verdant forests can be gained only by wise management of our resources. Creating a deep and urgent feeling in the social and moral significance of conservation is one means for achieving behavior which is wise.

One goal is a conservation conscience which will cause all citizens to act with regard to the rights of future generations—a conservation conscience which will cause us in years to come to realize the resources of our country in wise and proper use.

Many practical conservation activities are conducted under the direction of teachers of agriculture. Both individual and group, or cooperative types of activities receive attention. The following is a list of the more logical starting point for both teaching skills, but also for building attitudes along the practical conservation activities of terracing, con- cept, offer, and (3) a strong tendency to do what has been done in the past—little or nothing.

(Continued on Page 31)

Two Teachings, 15-1530, March, 1930.

(a) The Agricultural Education Magazine, August, 1930

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(Continued on Page 31)
Conservation … teaching units

O. A. Dillow, Teacher
Techn School, New Mexico

A recent study made by the writer regarding the teaching of soil and water conservation to high school students in New Mexico revealed the necessity for better conservation units in the secondary schools here. The objective of such a study was to determine methods and jobs that should be taught to vocational agriculture classes in New Mexico. Survey sheets were submitted to 28 teachers, 21 soil conservationists, 15 county extension agents and 50 farmers and ranchers. The study included (1) general conservation practices, (2) range management, (3) dry farming, and irrigation farming management.

Despite the fact that the Soil Conservation Program has been the forerunner of the teaching and teaching public, for more than fifteen years, the professional group named above, dedicated to soil and water conservation, the public have the assurance of improved knowledge and understanding of the need for, soil and water conservation. There were, in fact, the most important jobs for farmers and ranchers in New Mexico. This group felt that getting the public acquainted with the conservation practices actually in operation in the community was of equal importance. The state farm in the state were, for the most part, doing a satisfactory job in the conservation units of the community.

Teaching Program

The writer finds that the most satisfactory method in teaching soil and water conservation to vocational agriculture students is to have the students visit the fields and observe the practices as improved by the methods of the conservation practices. The students are taken to the fields where the conservation practices are in operation and are given an opportunity to see the practices in operation. The students are given an opportunity to observe the fields and see the conservation practices in operation.

Field trips are also important in the teaching of conservation. The study of the fields and the conservation practices observed in the fields are important in the teaching of conservation. The students are taken to the fields where the conservation practices are in operation and are given an opportunity to see the practices in operation. The students are given an opportunity to observe the fields and see the conservation practices in operation.

In conclusion, the study of the fields and the conservation practices observed in the fields are important in the teaching of conservation.
Conservation . . . an F.F.A. chapter's objective

MARK E. SCHARER, Teacher
Newton, Iowa

With the resources at their disposal, they began working towards their goal of promoting soil conservation within the community. The first project was the landscaping of a farm lawn belonging to the parents of a junior student. This project included grading the lawn, fertilizing and removing the lawn, planting trees and shrubbery, and providing a path for recreational use.

The second project was holding a soil conservation field day on the forty acres farm. The purpose of this project was to demonstrate to the people of the community the possibilities of performing soil conservation practices with ordinary farm tractors and equipment. On this particular field day, a diverse terrace was constructed, a gully filled, three large waterways were shaped and seeded, one waterway seeded, several grassy swales planted, a pond constructed, a fence of multifurled trees planted, a farm yard seeded down to grass, and a berm fence constructed.

The remainder of the year was spent in the production of six acres of alfalfa, seven acres of oats, and fourteen acres of corn. In these areas, the students learned about the care and preparation of commercial fertilizers. The students were instructed to prepare the seedbeds, plant the crops and the necessary nutrients were added. The students also learned how to cultivate the crops.

Everything from the planning and purchasing of seeds through to the initial work of caring for the crops was done by the students in the classroom, not in the field. During the season, the students learned how to cultivate the crops and how to use various tools and equipment. The students also learned how to maintain the crops and how to control pests.

During the period this work was being done on the chapter farm, many members of our day school, adult evening school, and veterans class used the tractor and equipment in establishing conservation practices on their own farms. Approximately sixty different individuals have used this equipment since the first of April, to construct 400 beds of terraces, fill in fifty ditches, shape fifteen waterways, renovate twenty acres of pasture, fill in forty Brandon beds of the ditches, as well as a number of other jobs.

Along with the actual experiences in conservation work, many other teaching opportunities have been presented as the result of the use of the tractor and equipment in farming the chapter farm as well as promoting conservation practices on the students' farms. The classes in vocational agriculture were filled with practically every problem which might confront the average farm operator in the field of crop production. The selection of seed according to yield two results was considered. The methods of planting, cultivation, and harvesting were brought to the fore and ground and a practical solution was applied to the situation of the student. A major problem of concern to the members of the classes through the construction of a corn crib. The group had the hands-on experience of sawing the corn on the ground by hand. Tractor maintenance was a timely item in that minor repairs were necessary from time to time as well as proper adjustment of the various farm implements which were used for the production of crops and establishment of soil conservation practices. The class was confronted with the job of building a fence with nails and wire, and the necessary materials were provided to each student to build the fence on the average Iowa farm. The matter of adding and subtracting was an important aspect of the management of the farm and in the use of the various implements.

One cannot overlook the fact that by actually applying the knowledge which is acquired in classroom discussions and lectures, the better principles of farming can certainly be learned. The privilege of having a farm and a line of equipment gives the students an appreciation of the value of their work. The skills that they learn will be instrumental in stimulating soil conservation among the members of the F.F.A. and the county department, not to mention the interest shown by business men and others in the community. With the guidance of the students, the junior and senior classes who were studying crops and soils and farm management at the same time, one cannot overlook the fact that by actually applying the knowledge which is acquired in classroom discussions and lectures, the better principles of farming can certainly be learned.

Learning B: Driving

Conservation teaching units (Continued from Page 37)

Conservation . . . an F.F.A. chapter's objective

Conservation teaching units

Conservation teaching units (Continued from Page 39)

Conservation . . . an F.F.A. chapter's objective

Conservation teaching units (Continued from Page 40)
Cooperation in teaching soil conservation

HUGH D. JONES, Superior, Oklahoma

Soil conservation and land utilization are very vital parts of the programs of most agricultural schools in the nation. Many of these courses are of short duration, usually from two to six weeks in length. I have found these courses to be very helpful and would recommend them to other institutions.

I think we can reduce this problem by: (1) holding conferences and field days pertaining to soil conservation. At the present time we have access to the same quantity of literature in this field as in the past and also to the same number of agricultural schools, which are more educationally helpful. We can supplement our own disposal of audio-visual equipment, films, slides, and charts which have proven to be helpful in this field.

Although a knowledge of the principles of soil conservation is essential, it is very important that we should always utilize any help available in the local community. I have found that the Soil Conservation Service of each state is very willing to assist any group interested in this subject. The teacher should contact this agency and determine for himself the best way to utilize this service and learn what help can be expected in teaching soil conservation. It is highly desirable that the teacher work closely with this organization so that he can be informed of the latest developments and new soil conservation projects. All other organizations and agencies should be called upon for assistance whenever needed.

It is important to remember that today's need for soil conservation is an urgent one in the teacher's field and the agricultural problems of tomorrow. It is important for the teacher to have active participation in soil conservation activities. The teacher should take an active part in soil conservation and land use programs for his area through the local, county, and state educational programs.

The following Memorandum of Understanding is a list of responsibilities and opportunities.

MEMORANDUM OF UNDERSTANDING
Between the Oklahoma Department of Vocational Agricultural Education and the Soil Conservation District

The State Department of Vocational Agricultural Education is authorized to develop helpful and practical information in agriculture, including soil conservation, and endeavors to make such information available to all teachers and students. The Soil Conservation Service is authorized to cooperate with the Oklahoma Department of Vocational Agricultural Education and the Soil Conservation District to the extent of the funds made available for such cooperation.

The soil conservation district cooperates with and assists land owners and operators in improving their soil and water resources within the boundaries of the district. It is interested in soil conservation and water resource development and will assist in the development of conservation systems of farming.

3. For non-rural and urban people an understanding of the importance to themselves, and the nation as a whole, of preventing further irreparable damage to our natural resources, as their part in solving our conservation problems.

4. For the young people an understanding of the fundamental principles involved in soil erosion and soil depletion in the extent that they will seek to train themselves to play their part whether as farmer, worker, or leader, or somehow in meeting the problem.

Cooperative education activities must deal with the attitude and standards of the district governing body since the supervisor exercises all kinds of responsibilities for the operations in the district. They determine the who, when, where, and what of conservation operations and if the conservation program is not functioning in the right direction, it must be corrected so that it will serve farmers and ranchers better in the future.

The State Department of Vocational Agricultural Education agrees:

1. To give emphasis to soil conservation as a factor affecting the prosperity, efficiency, and general welfare of the people in the soil conservation district.

2. To assist the district governing body in the development of the soil conservation program and the administration of the work plan, particularly by the educational phases, and to help keep the work plan adjusted to current conservation needs.

3. To assist the district governing body in the improvement of the facilities of the district, particularly farmers and ranchers, with the soil conservation district.
Aler eight million pine seedlings planted in 1945-46. Each dot represents 12,000 seedlings planted.

EIGHT million pine seedlings set out, 30,000 acres of understory improved by thinning and 11,000 acres first cut, were were late and out of five breaks constitute a development in teaching farm forestry by the teachers of Agriculture, black and white and negro, in 1948-49. This year was one of growing desirable practices on thousands of acres of South Carolina’s timber. The teaching farm was carried out by all-day boys, farm veterans, and adult farmers who received instruction in forestry in over 80% of the departments in the state. The teaching farm of forestry, based on the local needs of every department, was given the goal for this year. Short, one-day field meetings with small groups of teachers on how to plant and care for the trees, it was found that the teaching of forestry will become an integral part of the program of each teacher. With 56% of the state’s area classed as forest land, and with one and one-half million acres in the national forest, it appears that the Carolina teachers are working on a very good and need an additional stretching and cultivation toward renewing one of the great natural resources of the state.

Mobilizing the community

Continued on Page 33

The program was planned in January of the previous year of which has stuck since the beginning of the year. Some delays and beneficial results have already been achieved, but more changes will occur in the near future. The program has expanded to include all farms in the state and the soil conservation district which has included many applications in the county since our program began. It is the responsibility of the local teachers to direct the community toward the goal of the program as the community toward the goal of the program.

The mind is quick to learn, and the climate is favorable for growth; it is a generous one. A thought brings a flash of lightning to the earth’s remotest boundary; a vision is like living cell in the woody fiber of the tree trunk.

Two thousand forestry students graduate

The 2,000 students graduated from the Illinois Central Forestry School were outstanding in their respective courses in forestry. The school has a full-time faculty of experienced foresters.

Conservation... A problem in other lands

A devastated valley is watered

British Information Service

On the very edge of a European war, this small class does not lack confidence. It possesses a prosperous cattle ranch, an extensive forest and a thriving village. The valley presents a contrast—formerly prosperous because of crops farmland. The later part is devastated by mismanagement. The valley covers some 94 square miles of Kansas.com country and is part of the area known as Metogo. It is occupied by an African tribe similar in status to the Maasai, whose lives are entirely based on the raising and care of stock.

Kaimanu has been divided into narrow sections 3 miles wide by 50 miles long from the Kaimanu river to the south, in the Lulakia and Luluko river to the east. Kaimanu covers only a small portion of this country. In the process, a large part of the area is concerned with the dams constructed by Kaimanu. Forestry education is carried on in the direction of R. B. Brown, General Agriculture Agent.

The course, taught by J. G. Guthrie, Illinois Central Forestry agent, was designed to meet the needs of the 27 Miss. Students completing the course, Gerald Stoltenberg, received the 2,000th degree from the Illinois Central foresters graduated from this course.

Kaimanu is a 4,419 Club member until he entered high school when he became active in Future Farmers of America. This year he was elected vice-president of the senior class. He sang the national anthem with the Miss. F.F.A. quartet which won the Miss. State singing contest in 1948. Kaimanu has carried out several projects including small grove (coca, lemon, and crimson clover) and a 100-basket corn project. This year Kaimanu had a leadership role in the junior class.

This novel course has been taught to outstanding results, vocational agriculture classes and other groups throughout Minnesota and Louisiana by the three Illinois Central Forestry agents.

There are several steps in the water collection process.

1. Collect water from the surface of the earth at a point higher than the desired point and transport it to the point. This can be done by the natural means of gravity or by the use of pumps. The water is then stored in a reservoir, often with a sluice gate, through which the water enters or leaves the reservoir.

2. Transport the water to the reservoir by means of pipes or canals. The water is then stored in a reservoir, often with a sluice gate, through which the water enters or leaves the reservoir.

3. Distribute the water to the users, either by gravity or by pumping. The water is then stored in a reservoir, often with a sluice gate, through which the water enters or leaves the reservoir.

4. Control the flow of water, either by regulating the sluice gates or by using pumps. The water is then stored in a reservoir, often with a sluice gate, through which the water enters or leaves the reservoir.

5. Collect the water from the surface of the earth at a point higher than the desired point and transport it to the point. This can be done by the natural means of gravity or by the use of pumps. The water is then stored in a reservoir, often with a sluice gate, through which the water enters or leaves the reservoir.

(Continued on Page 33)
German exchange students study our methods

ELDON M. DRAKE, Graduate Student
New State College

Since the close of World War II, the agricultural education program in the United States has been under the direction of educators and administrators, often other agricultural leaders in foreign countries. From all parts of the globe, these leaders have come to observe and to participate in the democratic process and to learn methods of agriculture as it's taught in the American West—the democratic way. In an effort to reintroduce and to expand this cultural phenomenon of agricultural education, numerous countries have been studying and reporting on the democratic principle as it pertains to the youth in agriculture.

Some countries have been fortunate enough to study our methods firsthand in America. Such a country is Germany. In an attempt to better acquaint German educators with our educational policies, the Office of Foreign Agricultural Services, Division of Foreign Trade and Forestry, and the Office of the Director of the U.S. Department of Agriculture in Germany are cooperating in a coordinated plan... a plan designed to send German agricultural leaders to the United States for an on-the-spot study of agricultural education programs.

One of the first groups of these visitors came last summer. Two of the visitors spent much of their time in the midwest. One of them, Dr. Fritz Theiss, of the Federal Research Institute at Mainz, the other, Dr. Harald Hamberger, of the Federal Agricultural Research Institute at Kiel, spent most of their time in the State University of Missouri, the University of Illinois, and the University of Wisconsin. They were among the first to visit the agricultural schools and the rural areas of the United States.

Feature Noted

Special attention was given to vocational programs and the agricultural education programs that are being made available to low income groups. When asked what had impressed them most about the United States, both men were quick to point out the size of the farms and the standard of living of our agricultural workers. They also pointed out in their many conversations... that the agricultural education programs in the United States are oriented toward teaching the modern farming skills and that the teaching programs in the high schools in the United States are oriented toward the next generation... the relatively new group of farmers who will replace the older group. They were also interested in the training of the teachers... the emphasis on practical experience in the field of agriculture. The abundance of magazines, newspapers, and other visual materials adds much to the learning situation.
Establishing young men in farming

Father-son partnerships as an aid

E. A. LIGHTFOOT, Supervisor, Michigan

Most able and aggressive young farmers are not looking for a gift, but are working hard to get somewhere on their own. They do wish for guidance, however, and most of them are willing to work for something if it gives them a chance to get somewhere in the most productive years of their life.

The gift most desired is not necessarily a gift at all but rather an opportunity to develop themselves at a relatively early age. The securing of a family farm is a status symbol that is closely related to the primary purpose of young-farmer clubs in the agricultural departments of the public schools. It is commonly recognized that the young men become established in farming when he has acquired such an income that he is able to save money sufficient to support himself and his family and to develop procedures to aid in establishing father and son partnership.6

The Problem

The transfer of control from one generation to the next must, because of the existing laws, be carried out under the supervision of the county family committee. It is quite questionable that acceptable business practices should apply to the transfer of land from one generation to the next. Farmers constitute a national resource of importance. It is not possible to have a sufficient number of farmers and the land owners who can be identified at present to produce the necessary land for the needs of the future generations. Farmers must be taught to hold the land and the land must be taught to the farmers

Continuity and stability in agriculture

Great projects in agriculture work, but if it is necessary for more families to continue to operate the same farm, it is important that each generation have an opportunity to increase their productivity. Farmers and their families experience many of the same conditions that people in general do. They must live within their means, balance their finances, maintain a system under their own control to keep the farm in the same family for generations. To the reader who is not a farmer, it may seem that the farmer is a business man. To the farmer who has worked hard to establish a family farm, it may seem that the business man is a farmer. It is the objective of this program to make the family farm as a business possible for the young man who is interested in farming. The farmer is a business man with a business problem, just as the businessman has a business problem.

The Role of the Teacher

For the above reasons the teacher of vocational agriculture with schools and younger farmers should become skilled in the details of the field of agriculture and in the ideas and practices in his community. These are the factors that will cause him to become a successful teacher of the farm. To become a successful teacher of the farm, he must learn the principles of the farm, the techniques of the farm, the economics of the farm, and the principles of the farm.

Dwight Delphine, Teacher, Owosso, Michigan, working out details of a father-son partnership with a senior student and his parents.

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The transfer of control from one generation to the next must, because of the existing laws, be carried out under the supervision of the county family committee. It is quite questionable that acceptable business practices should apply to the transfer of land from one generation to the next. Farmers constitute a national resource of importance. It is not possible to have a sufficient number of farmers and the land owners who can be identified at present to produce the necessary land for the needs of the future generations. Farmers must be taught to hold the land and the land must be taught to the farmers.

Continuity and stability in agriculture

Great projects in agriculture work, but if it is necessary for more families to continue to operate the same farm, it is important that each generation have an opportunity to increase their productivity. Farmers and their families experience many of the same conditions that people in general do. They must live within their means, balance their finances, maintain a system under their own control to keep the farm in the same family for generations. To the reader who is not a farmer, it may seem that the farmer is a business man. To the farmer who has worked hard to establish a family farm, it may seem that the business man is a farmer. It is the objective of this program to make the family farm as a business possible for the young man who is interested in farming. The farmer is a business man with a business problem, just as the businessman has a business problem.

The Role of the Teacher

For the above reasons the teacher of vocational agriculture with schools and younger farmers should become skilled in the details of the field of agriculture and in the ideas and practices in his community. These are the factors that will cause him to become a successful teacher of the farm. To become a successful teacher of the farm, he must learn the principles of the farm, the techniques of the farm, the economics of the farm, and the principles of the farm.

Dwight Delphine, Teacher, Owosso, Michigan, working out details of a father-son partnership with a senior student and his parents.
A timely aid to planning with students for their Farming programs

R. H. PEDERSON, Supervising California

REALIZING the importance of supplementing economic programs and their value to the well-being of the student within agricultural education, it behooves us to give the greatest possible emphasis to the development of an off-season program. This is a very important aspect of the development of the P.A. program.

The adviser, because of his training and position, is in a unique position to plan and conduct the P.A. program. He knows the boys, their needs, and their capacities. He should not do all the work, but rather delegate the responsibility to the most capable and interested of the boys. In this way, the P.A. program can be developed from the bottom up. Another way, much help can and should be secured from the group of older boys.

The adviser should be fully aware of the English and speech teachers, the local banker, and the newspaper editor, all of whom should be closely associated with the P.A. program. In helping the boys and their parents select a supervised farming program or a career or course of study in agriculture, the local community and the national organizations are interested and should be consulted in the selection of the courses of study. The boys interested in farming should be given every opportunity to see the best teaching methods we have to offer them. This is an opportunity that their parents should not overlook.

The advisory program does not end with three however. Agricultural leaders from other countries have been coming to the United States and will continue to come. And as the boys grow, they will have extended every opportunity to see the best teaching methods we have to offer them in agriculture to help them to become adult farmers.

The ag program is coming in a more friendly relationship between our truant officers and the boys. We need the help of those who work with the boys in the education and training to help them understand the importance of being educated and trained for the adult future program.

Following is a survey chart that can be used to help us think more clearly:

Guide To Better Farming Programs

Name:
Age:
1. In what enterprises is student interested?
2. What does the boy want with this supervised farming program to do for him?
3. What is the farming status of the family?
4. Number of brothers:
5. Does the proposed farming program fit the family farm?
6. Are available equipment and facilities adequate?
7. Will the program be planned as a financial burden on the parents?
8. Is the boy able to complete the program?
9. Will the program provide necessary training and interest?
10. Are the home and county beautification projects the boy can carry on?

German exchange students study our methods (Continued at Page 46)

FORAGE CROPS, by Gilbert H. All-
gren, pp. 414, illustrated, published by McGraw-Hill Book Company, 50 W. 39th St., New York, N. Y., $5.00. This book is devoted to forage crop production including the important legumes and grasses, their culture, management, and their adaptation, use in mixtures, and use in mixed and pure seed production. It contains much labor-saving machinery, insect and disease, and improvement management techniques and additional features of the forage crop, which make it valuable to teachers of vocational agriculture and others interested in forage crop production. A.D.P.

THE WESTERN RANGE LIV-
Establishing young men in farming

Student (Continued from Page 39)

Two essential phases of farm accomplishment are (1) the accurate and expedient evaluation of income and expenses and (2) a complete record of the farm's operations. To obtain these two elements, the farm must reflect the increase or decrease in order to give a proper balance of financial progress on the farm. The establishment of a record on a long-time basis rather than current data will optimize the importance of the farm to buy back his share of the stock, tools, and equipment of the two men developing the ownership phase of the partnership.

Developing Ownership in Farm Partnership

The operation of the farm in the early phase of the partnership can begin by the test of the operation of the labor and management of the farm. One partner, through the recovery of the amount already withdrawn by each partner can usually be reached at the balance still due, which is common for the son to try to leave as much of his share of the profit as possible to be credited to the partner as payment of his note to his partner. The ownership phase, in turn, will also reduce the chance of stock, tools, and feed as rapidly as possible.

When the ten bar received a sufficient return to assure a larger share of the management and labor responsibilities of the farm, a 50 percent ownership in the farm becomes logical. The determination of the share should be remade every year as the farm records are accumulated. A formal agreement the amount of capital invested by each partner should be recognized in order that the existing agreement can be allowed before determining the true annual income of the farm and its investment. It is also important that a plan be developed for the farm's income beyond the farm. A fixed checking account for the farm business separate from other accounts of each party seems to be most satisfactory.

The procedure described thus far seems to be most equitable for all members of the family. A study has shown that an increase in the size of farm business which will result from the energy and initiative of the son will affect the share of the capital which the son receives. The percentage of the plan of reorganization of the 1/2-of-the-lot farmers will be correct for the farm. It is expected that this plan will be made for everyone in this purchase the partner may wish to take a share of the farm and to buy from the son.

A purchase of the farm may be accomplished by entering a contract for the purchase of the real estate. Contracts of this nature are now active in the farming operations. It is suggested that the two men arrange for the arrangements for the transfer of the real estate. The buyer and seller may have an opportunity to clear the property for the purchase of the most productive young working years.

Developing the Operating Plan

Building the operating plan for the farm will be the next step. This will establish the importance of farm management and labor management that can give to the previous arrangements. The second point, however, after one year or two years, will be to determine if the farm's land may be revived and turned over to the parties. This plan would be carried out and would be favorably with the European community of the country which lies close by.

Conservation a problem in other region (Continued from Page 35)

When the rains came, the surplus of the project was approved, and several farmers cleared about 3 feet of water was collected in the bottom part of each tank. Every cubic inch of water and little was lost through leakage in these tanks. It was found that these tanks which were located in more water than any other in the area and they had raised the water in them up and it is expected that even more water will be lost after one year. The water that is left after one year is only a fraction of those of the first year.
Future Farmer safety campaign

(continued from page 50)

8. Controlling wind erosion by strip cropping.
9. Determining the value of cover crops.
10. Controlling water runoff to prevent gullying.
11. Controlling water runoff by strip cropping.
12. Controlling wind erosion by summer fallowing.
13. Controlling water runoff by grassed waterways.
14. Determining the value of the terraces installed.

Irrigation farming management

1. Determining the methods to obtain the best from the available water.
2. Selecting proper crop rotation practices to use.
3. Determining proper cultural practices to use.
4. Determining the best uses of various forms of irrigation.
5. Determining proper land leveling to be done.
6. Determining proper location of irrigation centers; their control and operation.
7. Determining proper kinds and correct applications of fertilizers.
8. Determining the value of green manures.
9. Determining the needs and proper uses of manure for the farm.
10. Making surveys of the present use of manure on the farm.
11. Determining proper cultivation machinery to use.
12. Determining proper crop vegetation to grow and proper cultivation methods to use.
13. Determining the value of cover crops.
15. Determining proper drainage methods.
16. Determining the value of deep subsoiling.
17. Determining the value of terraces.
18. Determining the value of contour farming.
19. Determining the value of check dams.
20. Determining the value of terraces along lakeshore.
21. Determining the value of strip cropping.

When you look around and see so many state and national educational facilities available in the district, including the extension service and various agriculture personnel, the rural ranchers, and the Superintendents of schools and their staffs, and others.

2. To send the extension service of the district to every possible state as well as to the State Department of Agriculture.

3. To be able to help farmers and ranchers understand what they do for them and also for the extension service.

Cooperation in teaching soil conservation

(continued from page 50)

by giving sixty (60) days notice in writing to the other.

Date: 

State Conservator for Soil Conservation District

(continued on page 70)

DEPARTMENT OF AGRICULTURE OFFICIALS

1. To identify the volunteer agricultural instructor(s) prior to the time they are to develop their annual plan for work which is based on soil and water conservation activities in the district and the Volunteer Agriculture Instructor(s) may provide their services.

2. To determine whether the state office of the Volunteer Agriculture Instructor(s) is able to help with the Volunteer Farmer and other conservative activities in the district.

3. To establish a Farm conservation plan and other information provided by the state office that is required for the plan.

4. To assist in coordinating the activities of agencies and organizations in the district.

5. To make available farm conservation plan for other information provided by the state office that is required for the plan.

6. To establish a Farm conservation plan and other information provided by the state office that is required for the plan.

7. To establish a Farm conservation plan and other information provided by the state office that is required for the plan.

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Problems and practices of state associations

Presented by presidents from three states

Annual program of work
M. K. JORDAN, President
Florida V.F.A.T.A.

The Florida Vocational Agricultural Teachers Association is concerned with maintaining a high level of instruction in all phases of agricultural education and with planning to keep up this feeling of a progressive trend in the coming year. The conference of the Florida Vocational Education Teachers Association will be held in the summer at the University of Florida. It will include the discussion of the activities of your state association.

Let's understand the natural setting of your state in the following:

Believe it or not?

E. A. TOOL, President
North Dakota V.F.A.T.A.

Statistics show that agriculture is a growing industry in the United States. However, many farmers and educators are concerned about the future of agriculture and the need to train new farmers.

The need for more trained farmers is mentioned in every state. To meet this need, the state vocational agriculture teachers in each state have developed programs to train new farmers.

Believe it or not, many state vocational agriculture teachers have taken the initiative to develop programs for training new farmers. These programs are designed to prepare young people for careers in agriculture.

Cooperation in teaching soil conservation

(Carried on from Page 49)

The Missouri Agricultural Education Program, sponsored by the Missouri Association of Vocational Teachers, has a strong commitment to soil conservation. The program provides a variety of resources, including soil conservation contests and soil conservation projects, to help students learn about soil conservation and its importance.

The soil conservation program has been successful in raising awareness among students about soil conservation. Students have been encouraged to participate in soil conservation projects and contests, which have helped them understand the importance of protecting soil from erosion.

Everyone makes mistakes, but mistakes can be made at any age. Children may often point the way to the right path. The Missouri Agricultural Education Program, through its soil conservation projects and contests, has helped raise awareness among students about the importance of soil conservation.

There is a lot of valuable information on soil conservation available. However, it is important to consider how to present this information in a way that is easily understandable for students.

Book Reviews

(Continued from Page 49)

Poultry for Home and Market, by James B. Cooper, pp. 486, $5.00. This book is a comprehensive guide to raising poultry for home and market use, written by the author of another successful book on poultry, The Chicken Book. It is a must-have for anyone interested in raising poultry for home or market purposes.

The book covers a wide range of topics, from selecting the right breed of chicken to caring for them and marketing eggs and meat. It includes practical advice on nutrition, housing, and disease prevention, making it a valuable resource for both beginners and experienced poultry producers.

The book is well-organized and easy to read, with clear instructions and helpful illustrations. It is a valuable addition to the library of anyone interested in poultry production, whether for home use or market purposes.

For more information or to order a copy of Poultry for Home and Market, visit the publisher's website or contact your local bookstore.
Directory

Vocational Education In Agriculture

Section 1

OFFICE OF EDUCATION, WASHINGTON, D. C.

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H. N. Eldred, Director, Office of Vocational Education

B. A. Hulbert, Chief, Office of Vocational Education

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R. A. Hulbert, Director, Office of Vocational Education

Note: Please report changes in personnel to the Secretary of State, Champaign, Illinois.