"The agricultural population," says Cato, "produces the bravest men, the most valiant soldiers, and a class of citizens the least given of all to evil designs."

—Pliny the Elder
The Agricultural Education Magazine

Editorial Comment

It is fortunate for vocational education in agriculture that there is a growing recognition on the part of the general public that agriculture is a complex and vital part of our economy. The Agricultural Education Magazine is doing its part to bring this recognition about by publishing articles that highlight the importance of agriculture in our society.

Which Farmers?

In evaluating programs of adult education one of the most common questions asked is what constitutes a farmer. This question has been raised by many people in various roles, including farmers themselves, educators, and policymakers. The answer to this question is not straightforward, as there are many different factors that can make someone a farmer.

The Income Tax and Farm Records

The Income Tax and Farm Records is a guide that provides information on how to keep accurate records for income tax purposes. It covers topics such as farm income and expenses, depreciation, and tax deductions.

Introducing the New Editor

The new editor of the Agricultural Education Magazine is Dr. C. C. Arthurd. He has been a long-time contributor to the magazine and brings a wealth of experience to his new role. The magazine is excited to welcome him to the team.

Which Farmers?

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Responsibility of the Teacher of Vocational Agriculture in Developing Farmers’ Co-operatives

M. C. GAAR, Teacher Education, Morgantown, West Virginia

It is a co-operative effort by the teachers in the various states to develop co-operatives of farmers that will increase the income of the farmers well enough according to the advantages to the farmer, and do it with a minimum of interference toward a reduction of the business of farming.

- M. C. GAAR

Varied and Practical Program Carried on In Maui, Hawaii

FRANCIS C. AKO, Instructor, Lahainaluna Technical High School, Lahaina, Maui, T. H.

On Maui and probably the largest of the practical programs of vocational agriculture is carried on in the Territory of Hawaii. This program is unique in that the majority of the students reside in the school in the dormitories.

Only a small minority of the more than 500 students are not boarders as they live on the school grounds. Interaction with the students in the dormitory is direct contact with co-operative activities. The program for the all-year-round is by means of teaching co-operatives in the community the students will develop in their business and practical work.

On the other hand, as the case in rural communities, if such communities are to develop co-operatives, they must have a main source of production, and that is the apparent need for such, it appears that the teachers might initiate such activities by setting up the organization in the organization of one or more of the following: census taking, grading station, cooperative poultry shipping station, purchasing association, farm-purchase shop, soil conservation districts, grain storage, meat-curing plant, grading association, rural electrical service, or recreation center.

Certainly there are many approaches to the establishment of co-operatives in the community. Many of them are on a rather inferior level, yet the teachers might initiate such activities by setting up the organization and organizing the students in the organization of one or more of the following: census taking, grading station, cooperative poultry shipping station, purchasing association, farm-purchase shop, soil conservation districts, grain storage, meat-curing plant, grading association, rural electrical service, or recreation center.

First Steps in Establishment of a Co-operate

1. With the aid of the class prepare a survey form for securing necessary information for the organization of the association.

2. A member of the class in the C.F.A. F.A. chapter members secure sufficient surveys in their local community to determine the feasibility of establishing a co-operative association.

3. Select the form of association best suited to the needs of the community.

4. Organize the local association on a cooperative basis.
Using Credit in Getting Started and Expanding a Farming Program

PAUL HILBRICH, Teacher, New Beverly, Texas

One of the first problems that confronts a new farming operation is to finance the new venture. As one expands in the farm business, there are more and more producers who operate on a cash basis and have insufficient cash to start and carry on their program. This is not only a problem among new producers but also in the larger, more established and successful production operations. Thus, new ventures should be considered and in advance to higher degrees and become established and successful operations. 

The following are some guidelines that may help the producer in the planning of his projects and to give him a preliminary idea of the amount of credit he will need for the major operations of his farm: 

1. Start with a feasibility study of the project. 
2. Determine the costs of the project, including labor, supplies, and equipment. 
3. Obtain a loan from a local bank or credit union. 
4. Review the loan agreement and ensure that it is fair and reasonable. 
5. Use the loan to finance the project and monitor its progress. 

Use of Credit Essential to Good Progress

On the average, a farmer in a new project is as eager as any farmer, but not as well-provided. Credit is essential to any farming operation for the following reasons: 

1. It enables the farmer to purchase the necessary equipment and supplies. 
2. It allows the farmer to finance the labor and other inputs required for the project. 
3. It provides the farmer with the opportunity to expand and improve his operation. 
4. It enables the farmer to meet the financial obligations of the project. 

Use of Credit Must Be on Sound Business Principles

Always try to make it clear to the borrower that an extension of credit should not be considered as an accommodation or favor. It should always be a business transaction between the lender and borrower. Credit should not be paid back, it is extremely important that the project be well planned and carried out and that it be profitable. The lender should be well informed and agreed upon by both the lender and borrower at the time the loan is made. 

Much financial difficulty has been avoided by a knowledgeable and experienced agent in the execution of credit. Thru the proper training and guidance of agriculture should avoid such difficulties. 

It is my belief that it was essential to make decisions, not only of the borrower and the lender, but also of the project. 

Some answers to the following questions may help the farmer in making decisions about the project and the use of credit. 

1. What is the purpose of the project? 
2. What is the expected return? 
3. What is the risk involved? 
4. What is the repayment plan? 

Using Credit in Getting Started and Expanding a Farming Program

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Courses Conducted the Way Farmers Want Them

C. A. CAZALY, Director of Agriculture, Delano Joint High School, Delano, California

ANDALINO Joint High School annual six-week session on the "Crops," "Plants," "Animals," and "Produce" phases of agriculture for the benefit of farmers and their families was held during March and April. The session's purpose was "to introduce the student to the principles of the production and marketing of agricultural products, as well as to provide an opportunity for the student to gain hands-on experience in the field." The course was designed to be practical and applicable to the real-world experience of farming.

Students were divided into groups based on their areas of interest: crops, animals, or produce. Each group worked on projects related to their assigned area, learning about crop care, animal husbandry, and produce management. The course ended with a final exam that covered the material learned throughout the six weeks.

Results in the Community
The survey conducted at the close of the session showed that 90% of the students were satisfied with the program. The majority of respondents felt that the course had helped them understand the agricultural industry better and that they would recommend it to others.

Young-Farmer Classes
Another phase of the on-school work being conducted in Delano Joint High School is the "Young-Farmer" program. The program is designed to prepare students for careers in agriculture and to give them an understanding of the agricultural industry. The program includes field trips, workshops, and guest speakers who will discuss various aspects of agriculture.

In addition to the above-mentioned programs, Delano Joint High School has started a "Farmer" group in the 7th and 8th grade, and a "FSA" group in the high school. The FSA group has started a "Farmer" group in the 7th and 8th grade, and a "FSA" group in the high school. The FSA group has been successful in gaining financial support from local businesses and organizations, which has helped to fund their activities.

Conclusions
The Delano Joint High School's agriculture programs have been successful in providing students with a valuable education and preparing them for future careers in agriculture. The programs have received positive feedback from students, parents, and local businesses, and have helped to raise awareness of the agricultural industry in the community.
Building Learning to Build

WALTER SCHROEDER, Teacher, Clinton, Michigan

The building program which was developed by the Clinton High School for the construction of a general and farm shop building was not only a project for the students of the school but it was also a project for the community. The building program was designed to prepare the students for the world of work and to give them an opportunity to learn practical skills. The students were encouraged to be creative and to think outside the box. They were taught to be problem solvers and to work as a team. The building program was a success and the students were proud of their accomplishment. The building was a symbol of their hard work and dedication.
Farm Duties and Responsibilities of Rural Boys

E. R. KNIGHT, Teacher Education, Roaneville, Tennessee

F E W faculty members in rural High schools have the opportunity to develop the important skills of their students associated with the vocations of local farmers. None have as many opportunities to develop these skills as do teachers of vocational agriculture. So important is the subject to people in the rural areas of the United States, that the Department of Agriculture in cooperation with the States has attempted to develop a program of instruction in agriculture. This program is known as the "Agricultural Education Program." The program aims to provide rural boys with the knowledge and skills necessary to become successful farmers.

In recognition of the need for a better understanding of vocational education, the Department of Agricultural Education at the University of Kentucky for several years has been studying the problem of the rural youth and the present-day educational training of high school students in agriculture.

The data presented in this report are based on a survey of 200 students in 10 rural high schools in Kentucky. The schools were selected on the basis of their size and type of agricultural program. The results of this survey were used to develop a program of instruction for rural boys.

Table 1: Home Farm Responsibilities of Certain Tennessee Rural High School Boys

<table>
<thead>
<tr>
<th>Activity</th>
<th>East Tenn.</th>
<th>Middle Tenn.</th>
<th>West Tenn.</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livestock, corn, feed</td>
<td>118</td>
<td>190</td>
<td>96</td>
<td>491</td>
</tr>
<tr>
<td>Dairy, general</td>
<td>119</td>
<td>135</td>
<td>56</td>
<td>325</td>
</tr>
<tr>
<td>Planting, weeding</td>
<td>51</td>
<td>135</td>
<td>42</td>
<td>232</td>
</tr>
<tr>
<td>Flax</td>
<td>11</td>
<td>15</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 573

Data from this table indicate that boys in the East Tennessee area have the highest percentage of responsibility in livestock, corn, and feed. Boys in the Middle Tennessee area have the highest percentage of responsibility in dairy, general, and planting, weeding. Boys in the West Tennessee area have the highest percentage of responsibility in flax. Boys in the state as a whole have the highest percentage of responsibility in livestock, corn, and feed.

Table 2: Types of Farm Work Rural High School Boys Feel They Can Do Best

<table>
<thead>
<tr>
<th>Type of Work</th>
<th>East Tenn.</th>
<th>Middle Tenn.</th>
<th>West Tenn.</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poultry, milling</td>
<td>84</td>
<td>197</td>
<td>56</td>
<td>206</td>
</tr>
<tr>
<td>Crop production</td>
<td>84</td>
<td>197</td>
<td>56</td>
<td>206</td>
</tr>
<tr>
<td>Livestock, general</td>
<td>84</td>
<td>197</td>
<td>56</td>
<td>206</td>
</tr>
<tr>
<td>Planting, weeding</td>
<td>51</td>
<td>107</td>
<td>42</td>
<td>138</td>
</tr>
<tr>
<td>Mechanics</td>
<td>11</td>
<td>56</td>
<td>42</td>
<td>109</td>
</tr>
</tbody>
</table>

Total: 573

Data from this table indicate that boys in the East Tennessee area feel they can do best in poultry, milling, crop production, and livestock, general. Boys in the Middle Tennessee area feel they can do best in planting, weeding, and mechanics. Boys in the West Tennessee area feel they can do best in planting, weeding, and mechanics.

Table 3: Kinds of Farm Work Rural High School Boys Would Like to Do Better

<table>
<thead>
<tr>
<th>Kind of Work</th>
<th>East Tenn.</th>
<th>Middle Tenn.</th>
<th>West Tenn.</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Livestock management</td>
<td>51</td>
<td>107</td>
<td>42</td>
<td>138</td>
</tr>
<tr>
<td>Poultry, milling</td>
<td>51</td>
<td>107</td>
<td>42</td>
<td>138</td>
</tr>
<tr>
<td>Crop production</td>
<td>51</td>
<td>107</td>
<td>42</td>
<td>138</td>
</tr>
<tr>
<td>Livestock, general</td>
<td>51</td>
<td>107</td>
<td>42</td>
<td>138</td>
</tr>
<tr>
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<td>51</td>
<td>107</td>
<td>42</td>
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<td>11</td>
<td>56</td>
<td>42</td>
<td>109</td>
</tr>
</tbody>
</table>

Total: 573

Data from this table indicate that boys in the East Tennessee area would like to do better in livestock management, poultry, milling, crop production, and livestock, general. Boys in the Middle Tennessee area would like to do better in planting, weeding, and mechanics. Boys in the West Tennessee area would like to do better in planting, weeding, and mechanics.

The five degrees of participation, ranging from "not at all" to "to a great extent," were used to rate the importance of various farm activities. The results indicate that the boys in this study place a high value on farm work.

In conclusion, the data presented in this report indicate that boys in rural high schools have a strong interest in farm work. They believe they can do well in farm work and would like to do better in certain aspects of farm work. This interest and ability should be developed through a well-rounded agricultural education program.
## Table 2. Degree of Student-Teacher Participation in Chapter Adviser Responsibilities

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>No participation</th>
<th>Partially participated</th>
<th>Participated</th>
<th>Not fully participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>General guidance with school administration services</td>
<td>371</td>
<td>28.2</td>
<td>10.3</td>
<td>15.8</td>
</tr>
<tr>
<td>Attending and participating in chapter activities</td>
<td>258</td>
<td>16.5</td>
<td>13.7</td>
<td>17.5</td>
</tr>
<tr>
<td>Attending fraternity events and social gatherings</td>
<td>257</td>
<td>16.1</td>
<td>9.2</td>
<td>18.2</td>
</tr>
<tr>
<td>Participating in chapter events and social gatherings</td>
<td>256</td>
<td>16.0</td>
<td>9.1</td>
<td>18.3</td>
</tr>
<tr>
<td>Participating in chapter events and social gatherings</td>
<td>255</td>
<td>15.9</td>
<td>9.0</td>
<td>18.5</td>
</tr>
<tr>
<td>Participating in chapter events and social gatherings</td>
<td>254</td>
<td>15.8</td>
<td>8.9</td>
<td>18.7</td>
</tr>
<tr>
<td>Participating in chapter events and social gatherings</td>
<td>253</td>
<td>15.7</td>
<td>8.8</td>
<td>18.9</td>
</tr>
<tr>
<td>Participating in chapter events and social gatherings</td>
<td>252</td>
<td>15.6</td>
<td>8.7</td>
<td>19.1</td>
</tr>
</tbody>
</table>

## CSU Offers

### OSU Courses (Excerpted from page 147)

- **Since October 1:** The low enrollment in OSU courses during July, August, and September was due to the fact that...
- **Most of the OSU courses (summer) programs include:**
  - **alternative activities**
  - **opportunities for socialization**

### OSU Offerings (Excerpted from page 147)

- **The ‘Fifth’ F in Problems:**
  - **Students are asked:**
  - **think critically about:**
  - **embrace the challenges:**

### Adult Farmers

- **Excluded from the discussion on learn from:**
  - **gain new perspectives:**
  - **enhance their skills:**

### Factors Contributing to Success

- **Getting well acquainted with each other:**
  - **Building a strong relationship:**
  - **Creating an enabling environment:**
Practical Procedures in Conducting an F.F.A. Livestock Show and Auction

MARVIN L. MYERS, Teacher, Concho, Texas

ARE you planning to have a Communi-
ty Livestock Show this fall? If you are, there are certain pairs that should be given extra planning and prepara-
tion to ensure its success. There must be a complete understanding of the show's purpose, the interest and enthusiasm one should start talking and planning with those long before the actual program begins. Gar-
ples should be prepared for several months to exhibit some-
thing that has been considered to change his mind when the time comes. Often an advertisement in the newspaper when they are setting up their project programs. The idea of competing with some one else seems to cause them to do a better job in which the projects which they have selected.

Get the Public to Look Forward to It

Publicity is needed if the F.F.A. show is to be a success in the eyes of the public. This publicity should start in the indi-
rect form when the boys get their project going up. The chapter reporter can get good material for a news article which can be used as a basis for selecting or projects that are being con-
ducted. If the projects are well done, then the articles can be used as a way to mention the projects that are being carried out name the "F.F.A. project shows round robin" can be started. A good news article should mention the name of the chapter leader and the boys as well as this helps to increase the interest of the boys. Another idea is to have a "F.F.H. show, etc. It is planned to conduct a sale in connection with the show, full details of this should be given.

Get the Boys to Do It

A considerable amount of rules and regulations should be followed for this type. It is best to leave this as much as possible up to the boys themselves. It makes a very good problem for chapter members to work out, to decide on acre, date of show, price of live stock if sold for cash, etc.

After the permit money has been secured and each boy has turned in his entry blanks, the "due" time usually comes. If the boys have had interest in the show, they cannot be put off by the wording or the wording. The bulletin board at the show will be kept in a good state of order.
Farms' Co-operatives

(Continued from page 176)

There is a commercial creamery company about 30 miles away that will cream our large at retail market price for transportation. The creamery will furnish necessary cream station equipment. There is railroad transportation directly to the creamery company. There is an apparent surplus of milk producers on 50 percent of the farms. There are a few agreements made for the purchase of cream in the community. Fifty percent of those farmers who have surplus milk will sell their cream.

FARMER'S CO-OPERATIVE

In working out a plan for dealing with a situation such as that just described, a great many problems would need to be analyzed, and means and methods worked out for disposing of each.

a. Determining need on the individual farm.

b. Studying method of securing cream from each farm.

c. Securing equipment and space.

d. Setting up a co-operative receiving station.

e. Tailing the cream to the station.

Developing Farm Skills

form each skill on this chart to a degree of perfection that one would want to find if the work was being done on some piece of farm equipment.

I find that a guide is given instead of a check for each skill, interest is stimulated, and that the boys will try much harder to perform each skill to the best of their ability.

The school in this county operates on an area of 300 square miles, and the majority of the 50 counties, or about 70 percent, are in agriculture but in the two extreme ends of the county. Since all of these boys are in farm schools during the school year, but we were for a time concerned with the problem of getting farm repair jobs to the shop. As far as we could do, the advice of several other teachers who said that if the job was worth while the farmers would see that the repair jobs got to the shop. This work may work for some, but for me, it did not.

Full-Time Built in Jobs

I solved the problem by building a two-wheel trailer out of PFA. This trailer is the property of the family, and it is maintained by the family. The trailer is of service to the family and to any credit agency with whom they may have a farmer association, and it also shows some of the opportunities available in developing good products.

Book Review

You Can Build a Farm (in the) by W. W. G. Murdock, 1937, p. 7, illustrated, Published by The Interstate, list price 25.00. Material included in this book is specifically with the jobs and problems that are peculiar to small scale farm operations. The book contains useful information about various types of farm equipment and techniques. It also suggests ways to improve production and management of individual farms.

10. Arrange to have one co-operative operator present, and train crew or others to operate station.

11. Arranges for delivery of cream to creamery after each testing.

12. Prepare a plan for receiving satisfaction and have them approved by school officials. Plan to have both students and regular employees sign.

13. Plan a procedure for disbursement of profit to the clients.

14. Provide for educational meetings for producers in regular sessions. Provide for individual farm committee for teaching farmers how to increase production and price and improve the quality of cream before sending it to the creamery station.

15. Set up board of directors from farmers to control the business.