We want to know why

When pupils understand this, it makes an appropriate incentive to frame and display on the classroom wall.
The Outlook for Adult Education in Agriculture

This outlook for adult education in agriculture is one that will take a real
pride in the success of our efforts. Adult education is the key to the future
of our farms and the future of our country. It is the key to the development of
agriculture as a profession and as a way of life. It is the key to the
rebuilding of our rural communities. And it is the key to the success of our
agricultural education program.

Let us, therefore, examine the need for adult education in agriculture.

Adult education is essential to our democratic way of life. It is the means by
which we can educate our citizens and mold them to fit into the democratic
order. It is the means by which we can create a sense of community and
belonging among our people. It is the means by which we can prepare our
people to meet the challenges of the future.

Adult education, including education in agriculture, is necessary to
maintain our agricultural industry, which is as complex as oil has grown to be.

Our schools and the secondary school should be concerned with the
future citizens and workers. They should solve the problems of the
people and prepare the next generation to meet the needs of the future.

Adult education can help us to achieve these goals. It is the means by
which we can achieve our democratic ideals.

The future of our adult education program in agriculture will hinge on
our ability to attract new students and to keep them enrolled. Larger area
schools will be needed and more people will be reached. More than one
education program will be needed in each area. Workshops and seminars,
which are so much a part of our present program, will help to keep students
involved in our progress.

Adult education is a crucial part of our agricultural education program.
It is the key to the success of our future.
Safeguards in the Use of Advisory Councils

H. M. HAMLIN, Professor of Agricultural Education, University of Illinois

In the October, 1944, issue of the School Board Journal, T. B. Underwood, a Superintendent of Schools in Illinois, has warned that the advice given to school boards by a group of citizens--the school board--is of vital importance.

The Article may legibly be read, with the impression that there are no places for these councils in the American educational picture.

This is not true.

Mr. H. M. Hamlin seeks to further the use by advising councils to be set up and used without encouraging the difficulties he mentions.

Advisory councils have long been used in vocational education as an alternative to separate boards for vocational education, which Wisconsin has provided but which other states have avoided. Out of a generation of experience with these councils there is a body of work which work very well indeed.

A day or two is required in agricultural education, for instance, consists of assemblies and conferences. The members are nominated by the school administration and the teachers from all of the agricultural education, and they are appointed by the board of education.

The members of the council understand that the council is a creature of the board, that the board can abolish it at any time and that the council can be left without life by the board, and that these functions are not entirely independent. A member of the board of education is designated to sit with the chairperson of the council and the board of directors and to be held from time to time by the superintendent of the administrative and planning committee.

Some Returns From Councils

Some of the other advantages which have accrued from the use of these councils are the following:

1. It is setting up and using an advisory council of the board, it is providing a charge of a school to say in effect to the council, "We arrive at a point in the growth of the school is yours. We want it to be used for the good of the students who are your hosts.

2. The members of the council are charged with the responsibility of being responsible for the school to the people of the community. Members who are responsible for the school find that they are responsible for the community.

3. There is a definite advantage to the people of the community. When the teacher of the school affects the way in which the people in the school are conducted, they find the school to be conducting the way they want it to be conducted. They are responsible to the people of the community. Members who are responsible for the school find that they are responsible for the community.

4. A council helps to extend the "human spirit" of the school. Teachers who are members of the council, they find that they are responsible to the people of the community. Members who are responsible for the school find that they are responsible for the community.

5. The teacher and the administrator do not have to feel that their hands are tied to any particular ideas. They are free to act as they desire to do the things that are necessary for the growth of the school.

6. Council members are able to give their time to the school as much as they want to give it. They are free to act as they wish to act.

The Agricultural Education Magazine, January, 1946

The Agricultural Council at Fisher, Illinois, has been instrumental in developing school and community interests in general and in improving and broadening the services of the department of vocational education. The Council consists of 11 members with Principal Farmers, Teachers, and Teacher Marshall J. Scott in attendance.

A report of its accomplishments may be secured from the Council or Dr. H. M. Hamlin of the University of Illinois.

Local Action Print

FARMING is a lot of things, and a young farmer teaching. Teaching farmers, young and old, something about which no blueprint can be told; taking many lines and placing of action, not to mention heart and mind to put those plans in motion. And, I ask you, is it your notion that a fellow's spirit and ideals can be put to paper, like an airplane's wheels? No, not one! The only thing left to weigh those tasks which we give life's hours is to such a way that when the setting sun goes down some revised farmer training is finished or begun. And for this no blueprint needs to be drawn to tell us what, when, and when. For, farmer training is a lot of things, and to good it should be understood that it must be built block by block by someone pretty close to the people. You and me, and we may see that farmer schools and the F.F.A. need our attention without delay. To find the time for these today just can't be done according to the blueprint plans. In short, what we can't, "put it off till blueprint day." The reason this is so, I guess, is because the people in the schools don't know the man on the job see their problems of the men and not the problems of the school. We can't do much about it, and the better we do the better we do.

W. Howard Martin

Old Years and New

Old years and new years; all blended into one.

The best of what there is to be, the best of what you give.

Let's bury all the failures in the dim and distant past.

And keep the scallops of friendship and laughter to the last.

Old years and new years, life's in the making still.

We haven't come to glory yet, but there's a place we will.

The dead old year was twelve months long, but new from it we're free.

And what if our good age had lasted all the years to be?

Old years and new years, we need them one and all.

To reach the dome of character and build it to its lasting wall.

Past failures tried the souls of us, but if we keep on we'll see.

The sum of what we are to be may yet be crowned good.

Old years and new years, with all theirething.

Are the bricks and steel and stone of which we fashion life.

Put the sin and shame away, and keep the credit of doing with those people who stand in the way of things.

On the glamour of the past let's build the better new.

Edgar A. Guest

We need to give our people a training not only in the skill for the hand and the eye but some understanding of the bank and the market and the social changes, and the changes from which the industry is passing. National education which is uncrusted by these changes may, in fact, add to the alienation of the upmarket people, — Paul Wellman, American Federation of Labor.

He is not as able to think in the same situation of self-interest and circumstance and form a conclusion as clearly and exactly as his earlier work.

The Agricultural Council at Fisher, Illinois, has been instrumental in developing school and community interests in general and in improving and broadening the services of the department of vocational education. The Council consists of 11 members with Principal Farmers, Teachers, and Teacher Marshall J. Scott in attendance. A report of its accomplishments may be secured from the Council or Dr. H. M. Hamlin of the University of Illinois.

Local Action Print

FARMING is a lot of things, and so is farming teaching. Teaching farmers, young and old, something about which no blueprint can be told; taking many lines and placing of action, not to mention heart and mind to put those plans in motion. And, I ask you, is it your notion that a fellow's spirit and ideals can be put to paper, like an airplane's wheels? No, not one! They are only to be weighed and weighed those tasks which we give life's hours in such a way that when the setting sun goes down some revised farmer training is finished or begun. And for this no blueprint needs to be drawn to tell us what, when, and when.

For, farmer training is a lot of things, and to good it should be understood that it must be built block by block by someone pretty close to the people. You and me, and we may see that farmer schools and the F.F.A. need our attention without delay. To find the time for these today just can't be done according to the blueprint plans. In short, what we can't, "put it off till blueprint day." The reason this is so, I guess, is because the people in the schools don't know the man on the job see their problems of the men and not the problems of the school. We can't do much about it, and the better we do the better we do.

W. Howard Martin
Supervision

LANO BARRON

ELMER ZIEGENHAGEN, University of Minnesota, Minneapolis, Minnesota

Greener Pastures

Supervision

ELMER ZIEGENHAGEN, University of Minnesota, Minneapolis, Minnesota

A Summary of Sow-Testing Data in Illinois

J. N. WEISS, Teacher-Trainer, University of Illinois, Urbana, Illinois

ORK production per litter has been measured by weighing identical batches of pigs at 56 days of age. The procedures used were followed very closely throughout the study, but only two of the three records were completed at any one time. Therefore, it is not possible to draw any conclusions from these data that can be applied to the general problem. The most interesting results were obtained from the work on the improvement of sows and gilts, which is summarized in the following tables.

Problem of Our Operation

The points which I have touched on thus far deal more or less with the organization of the farm. I would like to mention a few problems that are not related to the organization of the farm, but rather to the management of the farm as a whole.

1. The problem of staffing the operation is an important one. Each individual who is involved in the operation must be able to see that his work is done as efficiently as possible. This requires that he be well trained and that he have the proper equipment.

2. The problem of determining the size of the operation is also important. It is necessary to determine the size of the operation in order to maximize profits. This requires that the operation be planned carefully and that the resources be properly allocated.

3. The problem of marketing the products of the operation is also an important one. It is necessary to determine the market for the products of the operation and to plan the marketing strategy accordingly.

In conclusion, it is important to remember that the success of the operation is dependent on the management of the farm as a whole, and that this requires careful planning and efficient execution of the tasks at hand.

A Summary of Sow-Testing Data in Illinois

J. N. WEISS, Teacher-Trainer, University of Illinois, Urbana, Illinois

ORK production per litter has been measured by weighing identical batches of pigs at 56 days of age. The procedures used were followed very closely throughout the study, but only two of the three records were completed at any one time. Therefore, it is not possible to draw any conclusions from these data that can be applied to the general problem. The most interesting results were obtained from the work on the improvement of sows and gilts, which is summarized in the following tables.

The points which I have touched on thus far deal more or less with the organization of the farm. I would like to mention a few problems that are not related to the organization of the farm, but rather to the management of the farm as a whole.

1. The problem of staffing the operation is an important one. Each individual who is involved in the operation must be able to see that his work is done as efficiently as possible. This requires that he be well trained and that he have the proper equipment.

2. The problem of determining the size of the operation is also important. It is necessary to determine the size of the operation in order to maximize profits. This requires that the operation be planned carefully and that the resources be properly allocated.

3. The problem of marketing the products of the operation is also an important one. It is necessary to determine the market for the products of the operation and to plan the marketing strategy accordingly.

In conclusion, it is important to remember that the success of the operation is dependent on the management of the farm as a whole, and that this requires careful planning and efficient execution of the tasks at hand.

A Summary of Sow-Testing Data in Illinois

J. N. WEISS, Teacher-Trainer, University of Illinois, Urbana, Illinois

ORK production per litter has been measured by weighing identical batches of pigs at 56 days of age. The procedures used were followed very closely throughout the study, but only two of the three records were completed at any one time. Therefore, it is not possible to draw any conclusions from these data that can be applied to the general problem. The most interesting results were obtained from the work on the improvement of sows and gilts, which is summarized in the following tables.

The points which I have touched on thus far deal more or less with the organization of the farm. I would like to mention a few problems that are not related to the organization of the farm, but rather to the management of the farm as a whole. These problems include:

1. The problem of staffing the operation is an important one. Each individual who is involved in the operation must be able to see that his work is done as efficiently as possible. This requires that he be well trained and that he have the proper equipment.

2. The problem of determining the size of the operation is also important. It is necessary to determine the size of the operation in order to maximize profits. This requires that the operation be planned carefully and that the resources be properly allocated.

3. The problem of marketing the products of the operation is also an important one. It is necessary to determine the market for the products of the operation and to plan the marketing strategy accordingly.

In conclusion, it is important to remember that the success of the operation is dependent on the management of the farm as a whole, and that this requires careful planning and efficient execution of the tasks at hand.

A Summary of Sow-Testing Data in Illinois

J. N. WEISS, Teacher-Trainer, University of Illinois, Urbana, Illinois

ORK production per litter has been measured by weighing identical batches of pigs at 56 days of age. The procedures used were followed very closely throughout the study, but only two of the three records were completed at any one time. Therefore, it is not possible to draw any conclusions from these data that can be applied to the general problem. The most interesting results were obtained from the work on the improvement of sows and gilts, which is summarized in the following tables.

The points which I have touched on thus far deal more or less with the organization of the farm. I would like to mention a few problems that are not related to the organization of the farm, but rather to the management of the farm as a whole. These problems include:

1. The problem of staffing the operation is an important one. Each individual who is involved in the operation must be able to see that his work is done as efficiently as possible. This requires that he be well trained and that he have the proper equipment.

2. The problem of determining the size of the operation is also important. It is necessary to determine the size of the operation in order to maximize profits. This requires that the operation be planned carefully and that the resources be properly allocated.

3. The problem of marketing the products of the operation is also an important one. It is necessary to determine the market for the products of the operation and to plan the marketing strategy accordingly.

In conclusion, it is important to remember that the success of the operation is dependent on the management of the farm as a whole, and that this requires careful planning and efficient execution of the tasks at hand.

A Summary of Sow-Testing Data in Illinois

J. N. WEISS, Teacher-Trainer, University of Illinois, Urbana, Illinois

ORK production per litter has been measured by weighing identical batches of pigs at 56 days of age. The procedures used were followed very closely throughout the study, but only two of the three records were completed at any one time. Therefore, it is not possible to draw any conclusions from these data that can be applied to the general problem. The most interesting results were obtained from the work on the improvement of sows and gilts, which is summarized in the following tables.

The points which I have touched on thus far deal more or less with the organization of the farm. I would like to mention a few problems that are not related to the organization of the farm, but rather to the management of the farm as a whole. These problems include:

1. The problem of staffing the operation is an important one. Each individual who is involved in the operation must be able to see that his work is done as efficiently as possible. This requires that he be well trained and that he have the proper equipment.

2. The problem of determining the size of the operation is also important. It is necessary to determine the size of the operation in order to maximize profits. This requires that the operation be planned carefully and that the resources be properly allocated.

3. The problem of marketing the products of the operation is also an important one. It is necessary to determine the market for the products of the operation and to plan the marketing strategy accordingly.

In conclusion, it is important to remember that the success of the operation is dependent on the management of the farm as a whole, and that this requires careful planning and efficient execution of the tasks at hand.
A Plan of Organizing Teaching

GEORGE P. DEVOE

Methods of Teaching

S. L. CHENSWIT, Teacher-Trainee, Alabama Polytechnic Institute, Auburn, Alabama

OUT of the muddle of opinions in regard to organizing vocational ag-
riculture stands the teacher of the past 25 years. It is almost certain that
his existence, like that of any individual, has been a very complicated
feat. Some of his pupils have received the same advantages that he
himself has had.

Three of these opinions stated below will serve as a basis of one's under-
standing for this article.

1. The core of vocational agriculture is the student’s farming program.

2. Vocational agricultural education should be based upon the stu-
dent’s farming program.

3. The principal job of the teacher of vocational agriculture consists of inspec-
tion on, including supervision, of the student’s farming program.

Since these statements are generally accepted as axiomatic, it will be nec-
essary to understand them before we can discuss the teacher’s role.

We have been bombarded with the statement that the student’s farming
program is the core of vocational agriculture. It is true that the student’s
farm program is the core of vocational agriculture. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

We have been taught that the student’s farming program is the core of
vocational agriculture. It is true that the student’s farming program is
the core of vocational agriculture. However, it is as true that the student’s
farm program is the core of vocational agriculture as it is true that
the student’s farm program is the core of vocational agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.

The statement that the student’s farming program is the core of voca-
tional agriculture is a most important statement. However, it is as true
that the student’s farming program is the core of vocational agriculture
as it is true that the student’s farm program is the core of vocational
agriculture.
Training Program for Returning Veterans

L. R. Humphreys, Professor of Agricultural Education, Utah State Agricultural College, Logan, Utah

There are four factors of major importance which make farming seem to be the most attractive and promising occupation for the war veterans who have to choose a vocation. The first of these factors is the need for food, the second is the amount of land in the United States that is available for farming, the third is the need of the farmers and the farmers' families, and the fourth is the need for additional acres of land.

L. R. Humphreys

Any program designed for training returning veterans in agriculture should have the following elements:

- An efficient training program in agriculture should be started as soon as possible.
- The program should be designed to meet the needs of the returning veterans.
- The program should be designed to meet the needs of the returning veterans.
- The program should be designed to meet the needs of the returning veterans.

Training Program for Veterans

In terms of the requirements for a training program in farming for returning veterans, there are a few points to consider.

1. The program should be designed to meet the needs of the returning veterans.
2. The program should be designed to meet the needs of the returning veterans.
3. The program should be designed to meet the needs of the returning veterans.

A Program Voted Offered

Several features were introduced into the program:

1. The program should be designed to meet the needs of the returning veterans.
2. The program should be designed to meet the needs of the returning veterans.
3. The program should be designed to meet the needs of the returning veterans.

Cost-Low-Value High

Every farmer has had instruction and experience in running a farm. The constant check has been made to see that the farm is run efficiently. The constant check has been made to see that the farm is run efficiently. The constant check has been made to see that the farm is run efficiently.
Farm Mechanics
R. W. Cline

Farm-Shop Activities of a Teacher of Vocational Agriculture
HALVOR SKINNER, Teacher, Garfield, Utah

A BRIEF description of our school may be of interest as background for this discussion. The school is an agricultural high school. It is situated in Garfield County, Utah, and has an enrollment of 150 students. The school is unique in that it is a one-room school, with no classrooms. The large room is used for all classes, and the students learn in small groups. The building is well-equipped with modern equipment, and the students are well-prepared for further education in agriculture.

Our school is a model of what can be done with a small number of students and a limited budget. The school operates on a very strict budget, and every dollar is carefully spent. The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience.

We have a large variety of farm equipment, including tractors, harvesters, and other machinery. The students are taught to operate these machines, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.

The students are encouraged to take an active role in the operation of the school, and they are given the opportunity to learn through hands-on experience. The students are taught to operate the farm equipment, and they are given the opportunity to work on real farm operations. The students are also given the opportunity to participate in various agricultural contests, and they have had success in these contests.

The students are encouraged to learn about the different aspects of agriculture, and they are given the opportunity to participate in various agricultural activities. The students are taught about the importance of agriculture, and they are given the opportunity to understand the role of agriculture in our society.
FARM and Home accidents are costly

WILLIAM F. HALL, Teacher Educator, Pennsylvania State College, State, College, Pennsylvania

FARM and home accidents are an annual problem. They occur with increasing frequency and with increasing severity. Some estimates place the annual cost of accidents at approximately one billion dollars in the United States. The cost of these accidents includes medical care, loss of income, and property damage. The human toll is also significant, with thousands of lives lost each year.

This article will focus on farm and home accidents and their impact on the community and individuals. It will discuss the nature and extent of the problem, as well as provide strategies to prevent or mitigate the effects.

Nature and Extent of Accidents

The data cover accidents for the year 1955. They were obtained from various sources, including hospital records, police reports, and workers' compensation claims. The data were analyzed to determine the types and causes of accidents, as well as their impact on individuals and the community.

The data show that the most common types of accidents are those involving falls, collisions, and electrical shocks. These accidents are responsible for a significant number of injuries and fatalities. The data also show that the majority of accidents occur in the workplace and the home. The workplace is responsible for a higher proportion of fatal accidents, while the home is responsible for a higher proportion of non-fatal accidents.

Prevention Strategies

To prevent or mitigate the effects of farm and home accidents, several strategies can be implemented. These include:

1. Providing training and education on safe practices and procedures.
2. Ensuring that safety equipment is properly maintained and used.
3. Developing emergency response plans and procedures.
4. Promoting a culture of safety through leadership and example.

In conclusion, farm and home accidents are a significant problem that requires attention and action. By implementing effective prevention strategies, we can reduce the incidence and severity of these accidents, thereby improving the health and well-being of individuals and communities.

TABLE I—Nature and Extent of Accidents

<table>
<thead>
<tr>
<th>Class</th>
<th>No. of Accidents</th>
<th>Percent</th>
<th>Hrs of Work Lost</th>
<th>Cost of Medical Care</th>
<th>Death and Permanent Injury</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Year</td>
<td>170</td>
<td>100</td>
<td>19,889</td>
<td>$4,013.50</td>
<td>19 deaths, 1 farm lost, 1 owner injured.</td>
</tr>
</tbody>
</table>

Sources:
1. The Farm Health Service of the National Safety Council.
3. The Pennsylvania Department of Health.

The Agricultural Education Magazine, January 1945
Georgia F.F.A. Sponsors Pasture Improvement

At a recent meeting of the Georgia F.F.A. leaders, it was decided to sponsor the improvement of pasture land in Georgia. This decision was made in response to the need for better grazing areas in the state. The F.F.A. has allocated funds to cover the costs of pasture improvement projects.

Coventry Chapter Activities Contests

Several years ago the Coventry Chapter of the Future Farmers of America felt that there was a need for some type of activity which would bring about the development of higher standards in farming programs. For this reason, small awards were given for the three outstanding projects each year. However, this was not felt to be adequate, so two years ago there was developed an activity which would work a contest that would more fully meet the needs of the pupil and help create a stronger F.F.A. It was further desired that this contest be educational and interesting and would create the desire among the students to continue searching for higher ambitions.

To accomplish this objective, we developed the contest around the following principles: 1. Farming programs, 2. Cooperative activities, 3. Community service, 4. Leadership, 5. Farming and meetings, 6. Scholarship, and 7. Recreation activities.

In the operation of the contest the students as well as the adviser keep an accurate record of the activities and performance on the individual's scorecard.

In my 12 years of teaching experience I have never found anything that has aroused the interest and enthusiasm of the students better than contests. This was true at the third national convention of the National F.F.A.

F.F.A.

The National F.F.A. House of Delegates in their Third National Convention session adopted a rule that no Future Farmer of America could be raised to the degree of State Secretary without learning the F.F.A. and passing the examination. This is a serious hope that each member of the F.F.A. will take advantage of this opportunity and better to take his place in the community.

The case is in the Coventry Chapter of the Future Farmers of America which Coventry is located in W.F.