Jack Bullen, State Reporter for the Tennessee Association, is a member of the Henderson chapter, which has an outstanding farming program.
—State Tennessee Association F. F. A.
Editors

Concepts and emerging practices in supervised farming — G. P. Dayon 273
Summer conferences for teachers of vocational agriculture — D. M. Clements 273
Developing a new friendship and partnership through your farming program — D. W. Parsons 274
Developing balanced farming programs with your nearest neighbors — A. C. Jones 275
The long-time farming program — L. V. Stupak 275
We moved our classes to the farm — James P. Biesler 278
Long-time farming classes on outstanding upper classmen — Ernest F. Bond 278
Lead myrmicines in long-time planned farming program — Wm. N. Fisher 281
Loss of a leader — Charles E. Richardson 282
Youth services in Pennsylvania collaborate in conducting state conferences — James C. Ford 283
Our leadership — J. A. Wheeler and A. M. Field 283
The changing and evolving leadership of local chapters — John H. Leonard 285
What toloit in evaluation? — H. M. Hamblet 285
Meeting the storage problem in the agricultural shop — C. V. Osterled 286
Right prices — Sam Farrow — Vincent P. Gaffney 286
Book reviews — A. R. Davidson 287

Letters to the Editor

What is the difference between agriculture and farming? — W. B. Wild — "They're something alike, only in farming you can eat it!
All the people who have grown up in the land of the free are aware that there are major differences between agriculture and farming. These differences arise from the fact that agriculture is the art of producing food for human consumption, while farming is the practice of growing crops for sale or for personal use.

In these simple words, this boy effectively communicated the essence of a concept that is often misunderstood by many people. Agriculture covers a wide range of activities, including the production of food, fiber, and energy, while farming is more focused on the practice of growing crops. The difference lies in the end goal: agriculture is about feeding the world, while farming is about producing goods for personal or commercial use.

In his letter, W. B. Wild highlighted the fundamental distinction between these two fields. He argued that "They're something alike, only in farming you can eat it!" This statement captures the essence of what farming entails. While agriculture is about producing food for the general population, farming involves more specific goals, such as growing crops for personal consumption or for sale.

In conclusion, W. B. Wild's letter effectively communicated the distinction between agriculture and farming in a concise and straightforward manner. It highlights the importance of recognizing these differences and understanding the unique roles that each plays in our society, especially in terms of food production and consumption.
Developing the boy into partnership and management through his farming program

D. W. Parsons, Teacher Education, West Virginia University, Morgantown.

The boy's home farming program has been a part of his life since he was a boy. Many of his earliest memories are of the chores he had to do on the farm. This experience has been a valuable tool in preparing him for adult life. In addition, the boy has learned to work with his own hands and has developed a sense of pride in his work. He has also learned to take responsibility for his own actions and to be accountable for his own behavior.

In order to help the boy develop into a successful farmer, it is important to provide him with opportunities to practice and apply the skills he has learned. This can be accomplished through a variety of methods, such as providing him with a small plot of land to manage, or giving him responsibility for the care of a family pet. It is also important to encourage the boy to think critically about the choices he makes and to consider the implications of those choices. This can be done by asking the boy to justify his decisions and to evaluate the potential outcomes of different actions.

Another important aspect of developing the boy into a successful farmer is to help him develop a sense of responsibility and a commitment to his work. This can be accomplished by recognizing the boy's efforts and providing him with positive reinforcement for his accomplishments. It is also important to help the boy develop a sense of pride in his work and to encourage him to take pride in his accomplishments.

Overall, the goal is to help the boy develop into a successful farmer who is capable of taking care of himself and his own family. This will require a combination of skills, knowledge, and attitudes, and it will take time and effort to achieve. However, with the right support and guidance, the boy can be well on his way to becoming a successful farmer.
The long-time farming program

The long-time farming program, as the title of the previous paragraph suggests, is a program that focuses on sustainable and environmentally friendly farming practices. It is designed to provide a long-term approach to agriculture, aiming to build a strong foundation for future generations. The program emphasizes the importance of soil health, water conservation, and biodiversity, and encourages farmers to adopt practices that reduce their impact on the environment.

The program offers a range of workshops, seminars, and hands-on activities, allowing participants to learn about topics such as organic farming, composting, and agroforestry. It also provides opportunities for networking and mentorship, connecting farmers with experienced professionals and other farmers who can offer guidance and support.

The long-time farming program is recognized for its commitment to sustainability and its role in promoting a more resilient and equitable food system. By fostering a deeper understanding of agricultural practices and encouraging innovative approaches, the program aims to create a more sustainable and just future for all.
We moved our classes to the farm
Story of the Henry G. Brock Vocational Farm

JAMES P. BRESLER, Williamsport Technical Institute, Williamsport, Pa.

ANY TEACHERS of agriculture can tell you how much interest was shown by students, parents, teachers, and others over the proposal to open a farm school in the neighborhood. The proposal was that the farm school be located on the Henry G. Brock Vocational Farm which is owned by the state and open to the public.

In spite of these extensive plans we were little prepared for the excitement that came along just at that time. Our school board had offered a full-time position of 215 acres that was soon to be known as what is now known as the Henry G. Brock Vocational Farm. It was decided to train the high school boys and youths in agriculture.

The farm was so named in honor of the late Henry G. Brock whose wisdom and guidance had been a great help in this field of agriculture. The farm is located in the town section of Williamsport and is about 3 miles from the city center.

The decision was made by the school board to use the farm as an experiment in teaching agriculture. The farm was opened to the public and the students were given the opportunity to become interested in agriculture.

Supplement To Home Experience

The farm was not to deny those students who came from farms the all important opportunity for home projects, but rather to aid in making such projects better and more effective. It was known that many well-to-do farmers could be given an opportunity to participate in this experiment in such a manner that they could fully and properly utilize the farm to impart the experience and training that is needed for the best use of the educational benefits of the profession.

Our plans called for the farm to become a tool which could be used for the benefit of farmers and students alike. This was not in any way to become a form of competition with our own state college, but rather a means of giving other young farmers an opportunity to learn new techniques and to meet new people. As it turned out, our experiment was a great success and we share in mutual benefits.

Members of the farm staff including a group of farmers from the farm in the high school, and several members of the high school faculty visited the farm.

The farm shop contained the usual equipment of a high school shop, including the usual tools and machines.

The farm also contained a small greenhouse with a variety of plants and flowers.

The dairy department. It includes a unit on Unit II with its program. Management the poultry, swine, and various enterprises is Mr. John Smith, who also lives on the farm.

There are two main buildings on the farm, one the main building and the other the workshop building.

In order to make a raise in the crops the students were taught on the farm, they were taught how to plant the seeds, how to care for them, and how to harvest the crops.

On November 1, 1948, we opened a storehouse for the sale of the farm products. The storehouse was located on the farm and was open to the public. The storehouse contained a variety of farm products, including milk, eggs, and vegetables.

The storehouse was open to the public and it was open on Saturdays from 9:00 a.m. to 5:00 p.m. The storehouse was furnished with a variety of farm products, including milk, eggs, and vegetables.

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### Long-time farming plans of outstanding upper classmen

**ERNST F. BOND, Teacher, Lost Creek, West Virginia**

MUCH HAS BEEN SAID about long-time farming programs, and every year the results of these programs are outstanding. But, have you noticed the fact that these farmers are all outstanding? It is not because they have developed outstanding farming programs, and through them find these programs are not perfect, they do not say the "cure" of a well-balanced program. They show continuity, because of the most successful practices, show promise, and point toward permanent establishment in farming.

In Calkins, the story below, the boy began his supervising farming program, and this is how he described it: "The work of the boy, "the son of the farmer," is an example of well-balanced programs. They show continuity, because if successful practices, show promise, and point toward permanent establishment in farming." In this case, the story describes how the boy, Harry, began his supervising farming program, which was developed in cooperation with the local agricultural extension service. This program shows that continuity is the key to successful farming practices, and that these practices should be passed down to the next generation.

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**Table: Long-time Farming Plans**

<table>
<thead>
<tr>
<th>Year</th>
<th>Scope</th>
<th>Income</th>
<th>Cost of Production</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1944</td>
<td>50 ac.</td>
<td>10,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>1945</td>
<td>55 ac.</td>
<td>11,000</td>
<td>5,500</td>
<td>5,500</td>
</tr>
</tbody>
</table>

---

**Notes:**

- The program shows both continuity and improvement in the scope of the farming program.
- Income has increased year over year, indicating successful practices.
- Savings have also increased, showing a steady improvement in the farming program.

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**Harry Hendrick**

Harry Hendrick is a different situation. He too has been outstanding in the field of agriculture, and has received a State Farmer degree in 1944. His 3rd and 4th year programs follow:

<table>
<thead>
<tr>
<th>Year</th>
<th>Scope</th>
<th>Income</th>
<th>Cost of Production</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1944</td>
<td>40 ac.</td>
<td>8,000</td>
<td>4,000</td>
<td>4,000</td>
</tr>
<tr>
<td>1945</td>
<td>45 ac.</td>
<td>9,000</td>
<td>4,500</td>
<td>4,500</td>
</tr>
</tbody>
</table>

---

**Notes:**

- Harry Hendrick has shown significant improvement in his farming program from year to year.
- Income and savings have increased, indicating successful practices.

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**Land utilization in long-time planned farm program**

**WILLIAM L. FISCHER and W. W. Kellogg, Agricultural Education, Battle Creek, Michigan**

This requirement for most of our field crops is a rich, deep, well-drained soil. The yield of sorghum can be increased by the use of a well-drained soil. The use of a well-drained soil is very important in the production of sorghum. The use of a well-drained soil is very important in the production of sorghum. The use of a well-drained soil is very important in the production of sorghum.

---

**Table: Land Utilization**

<table>
<thead>
<tr>
<th>Crop</th>
<th>Area</th>
<th>Yield</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>100 ac</td>
<td>10,000</td>
<td>1,000 ac</td>
</tr>
<tr>
<td>Soybeans</td>
<td>50 ac</td>
<td>5,000</td>
<td>500 ac</td>
</tr>
</tbody>
</table>

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**Notes:**

- The table shows the utilization of land for different crops, with different yields and production.
- Corn is the most productive crop, followed by soybeans.

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**The Agricultural Education Magazine, June 1948**

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**The Agricultural Education Magazine, June 1948**

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**The Agricultural Education Magazine, June 1948**

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**The Agricultural Education Magazine, June 1948**

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**The Agricultural Education Magazine, June 1948**
Veterans training program produces tangible results

CHARLES E. KIECHLEIN, Teacher, Smithfield, Virginia

The veterans enrolled in On-the-Farm Training in Isle of Wight County, Virginia are making progress in at least two phases of training. These two phases are, cooperative efforts, and the making of "every farm as an experiment station.

The progress in cooperation is being made in two directions, quality and quantity. The tangible progress began when the veterans expressed a desire for their own class organization. A constitution and a set of by-laws were drafted and adopted. A committee on cooperation was appointed. Immediately this committee went to work. Various foods, feed, and fertilizer companies were asked to send representatives to the meetings of the class. After careful consideration the group decided that the veterans would be able financially to purchase through the two established cooperatives, with a saving to them. Shortly after this decision was made one of the veterans was elected president of one local cooperative and two of the veterans were elected to the advisory board of the other cooperative.

Cooperative Activities

The spirit of cooperation which the group is developing is evident in the tangible values of the cooperative efforts. At one meeting the group visited a local cooperative and asked the operators what the benefits were. In their response the operators expressed the thought, "All of us try to help each other." The veterans are from all parts of the county and few know each other until the class was formed. One member who resides in Florida and another had not had any experiences in farming. At a meeting for the wives and sweethearts of the veterans conducted their own program. The veterans and their wives say, "We are working together and also to learn to play together.

"The veterans feel that to be better farmers they must be better citizens. Thus through their cooperative efforts they are striving to make their home a better place in which to live.

Long time farming program

(Continued from Page 7)

The long time farming program is designed to help veterans who are interested in farming but who do not have the time or ability to start a new farm operation. The program is designed to help veterans who have been out of farming for a long time and who are interested in returning to farming. The program provides training and guidance to help veterans re-enter the farming community and to help them improve their farming skills.

The program is administered by the Virginia Cooperative Extension Service and is funded by the Virginia Department of Agriculture and Consumer Services. The program is available throughout the state of Virginia and is open to all veterans who meet the eligibility requirements.

In addition to the long time farming program, the Virginia Cooperative Extension Service offers a wide range of other programs and services to help veterans transition back into the workforce, including job training, career counseling, and financial assistance.

The Virginia Cooperative Extension Service is committed to helping veterans achieve their goals and providing them with the tools they need to succeed. If you or someone you know is interested in the long time farming program or any other programs offered by the Virginia Cooperative Extension Service, please visit their website or contact them for more information.

If you are interested in supporting the long time farming program or any other programs offered by the Virginia Cooperative Extension Service, please consider making a donation. Your support will help ensure that veterans have access to the resources and support they need to succeed.
A study of cooperative activities of local chapters of Future Farmers of America

John H. Leonard, Teac, Van Wert, Ohio

For several years the authors of this study have been interested in the cooperation programs of the Future Farmers of America. The purpose of this study was to determine the development of cooperative activities among the chapters of the organization. In order to do so, the cooperative activities of 112 chapters of the Future Farmers of America were studied. The data were collected during the 1960-61 school year. The chapters were selected from all parts of the state, including 23 urban and 89 rural chapters.

Cooperative Influences

It is generally owned that economic, social, and political influences with which a person is associated have an effect on the cooperative activities of the chapter. There have been many investigations in this area, but few studies have been made of the cooperative activities of the chapter and their members. Results of these studies have indicated that economic, social, and political influences with which a person is associated have a profound effect on the cooperative activities of the chapter.

Studies and Investigations

By E. B. Knight

What next in evaluation?

H. M. Hamlin, Teacher Education, University of Illinois, Urbana

With the cooperation of the teachers of the state, the research team continues to develop new and improved methods of evaluation. Currently, the team is focusing on the evaluation of reading instruction. This involves the development of a comprehensive system for evaluating the effectiveness of reading programs. The team is also working on the evaluation of science instruction, with a particular emphasis on the development of new and innovative teaching methods.

The future of education is dependent on the ability of teachers to effectively assess the learning of their students. The research team is committed to providing educators with the tools and strategies they need to make sound educational decisions. Through their work, they aim to contribute to the ongoing dialogue about the future of education and the role of evaluation in that conversation.

schools and tend to think that their own schools are good. Farming communities, in general, believe their prosperity must be a result of their own efforts. They do not believe that others are responsible for their success. Teachers in rural areas, too, tend to be self-satisfied; they rarely question the conditions under which they work, or the courses of action they take in their efforts to improve their teaching. They are more inclined to accept the status quo as a way of life.

The problem of how to evaluate the effectiveness of educational programs has been a long-standing issue in education. Teachers and administrators have been grappling with this issue for decades. However, recent developments in the field of educational research and technology have led to the development of new and innovative methods of evaluation. These methods include the use of standardized tests, classroom observations, and student portfolios. These methods allow for a more comprehensive and objective evaluation of student learning.

Evaluation is a complex task and is often seen as a burden. However, it is essential for the continuous improvement of educational programs. By using the latest methods of evaluation, teachers and administrators can make informed decisions about how to improve their teaching and how to allocate resources.

What Can We Do About It?

If we have failed to teach education, we have failed to teach a valuable skill that is essential for a person's success in life. It is important to recognize that education is a complex and multifaceted process. By understanding the nature of evaluation and its role in education, we can work to improve the quality of education and ensure that all students receive a fair and adequate education.

References


The Agricultural Education Magazine, June, 1969

For a more complete digest write, John Hopkins, West-Michigan, Van Wert, Ohio.
Meeting the storage problem in the
to the vocational agriculture shop

IN THE planning of a new building a
considerable amount of thought is given to
vocational agriculture or in the im-
povement of existing facili-
ties, providing adequate
storage for the farm mechan-
ical area is one of the
most difficult prob-
lems.

A central stor-
age is a
many advantages. It provides horizontal storage for hogs which, with the ex-
ception of a few kiln dried types, does not lend itself to vertical storage. If planned correctly the shop storage rooms provide a safe place for corn and grain as well as for a limited amount of steel, plywood, roofing, machine parts and similar supplies. It also provides a place for the roll-away tool racks and cabinets that add so much to the convenience of a well-equipped shop.

Roll-away storage is
satisfactory for the storage of steel and pipe providing these are kept in proper
degrees of perpendicularity. Bar
stock and materials on which length of a bar or tube or thickness of a plate must be kept in exactly straight and true measure. In this way, the equipment for metal cutting and bending is kept in good working condition. Most materials of this sort can be kept with less care required for the reason that it is more expensive to replace a tool or instrument.

On the other hand, storage of merchandise materials is usually not required for this reason to safeguard further its contents.

The carpentry bench was
made from pieces of 2 x 4's and 2 inches in thickness, with the chair height about 18 inches. Another quite satisfactory top was made from a piece of old

built up of pieces of steel. This was
made from pieces of 1 x 2 and tooling. The shop benches are

is equipped with a 10-ft. 4 x 6 in. plywood. The tool
bottomed in 3 inch steels. Not too much

While the above remarks may seem trivial they are
in some instances a challenge to each teacher who seeks to improve the programs of sup-
ervised farming at the students in his department. Actually, agriculture is well suited to
shape and refine this list of "approved practices" and to select the principal considerations of
teachers and pupils, supplemental and other considerations in evaluation. All sharing in agriculture education should take in the
in determining its purposes and its implications.

We can provide needed time for
research, teaching and classroom
is the number one objective of voca-
ional agriculture.

objectives in terms of which to evaluate. The present list is
proposed by the National Council, provide only suggestive of vocational agriculture. Education is those specific
school, but it is not yet clear how these can be used to determine how much of it needs to be changed. We refer to
for adults, particularly for those
39th of the FFA chapters in
Michigan have 50 or more active members.

The AGRICULTURAL EDUCATION Magazine, June, 1948

Charles Shirley, an instructor and graduate student in the Agricultural Engineering Department, examines a shop bench and roll-away rack. Mr. Shirley, who completed his M.S. Degree at West Virginia Univer-
sity, is an instructor of vocational agriculture in that State before entering service.

The AGRICULTURAL EDUCATION Magazine, June, 1948
When fire suppression crews threatened Newton's homes or wood lots, the W. P. A. chapter in Newton, Mass., took the lead in organizing a fire service and made every effort to prevent and control forest fires.

One way in which Newtonians have done this is by establishing a fire service in the chapter's territory. The fire service is supervised by a committee of three men, consisting of a foreman, a member of the chapter's executive committee, and a member of the chapter's executive committee.

The fire service has been active in the suppression of forest fires, and has successfully prevented the spread of fire to neighboring properties. In addition, the fire service has been involved in the suppression of brush fires and other fires that may cause damage to property or endanger the public safety.

The fire service is equipped with a modern fire truck and other necessary equipment. The crew is trained in the use of this equipment and is able to respond quickly to any emergency.

The fire service is an important part of the efforts to protect the natural resources of Newton's forests and to prevent the loss of property and life due to forest fires.