F.F.A. members at Alpine, Texas, operate incubator as cooperative chapter project.
Farmer cooperation

Teachers of vocational agriculture are rendering a great service to American agriculture and to the nation by training the future farmers of this country in sound agricultural production and marketing methods. We are all aware of the fact that farms are increasing in size. They require more initial capital and more working capital; they are more mechanized and require higher skill in their operation and management than ever before. All of these developments emphasize the need for the American farmer of the future to understand the business and economic problems of farming as well as those of physical production and the place for him to obtain this understanding is in our public educational system.

In the evolution of American agriculture during our history great changes have occurred, but the typical small farm has continued to be the family farm. Under this system the farm people of the United States have turned to a magnificent performance in food production. They helped win the war and are doing their full share to attain a democratic, peaceful world by producing the largest volume of food in history with the smallest labor force.

Cooperative Business Essential in Fanning

There are three basic reasons why the family farm has been able to compete successfully and to continue as the prevailing type of farm operation in our agriculture in spite of the dominance of corporations in other lines of business. One of these is the publicly supported agricultural research to find out and to make available to everyone improved methods of production and marketing. Another is free public education including vocational agriculture and the Extension Service so that any farmer can get and understand these improved methods and thus compete with the expert employed by the cooperative farm. The third is cooperative business to give equality of opportunity to efficient family farms with corporations in marketing farm products and in purchasing production supplies and credit and other business services. By the use of cooperatives, farmers have been able to retain the efficiency of family farm production and to pool their volume to obtain the advantages of large scale operation in marketing and purchasing.

Congress and the state legislatures long ago recognized the need for continuing independent rural citizenship in the interest of state and national welfare and security. Farmers were empowered to use cooperative nonprofit organizations for self-service and self-help. Farm cooperatives are private enterprises with democratic control. They are a form of business which operates for the benefit of the owner as a patron. Farm cooperative are a natural business development within a democracy, as they are democratic in form, practice, and principle.

In addition to the economic advantage of cooperative action by farm people, there are intangible social developments. The fact that farm families meet on a business basis to help one another in an economic way results in a closer community life, more empathy for their neighbors and a broadening of their outlook upon the world. The great church organizations of the democratic countries appreciate the part cooperative play in building men as well as in saving dollars. Democracy can become more nearly an exemplification of Christian thinking when there are groups of people within it using the cooperative method of dealing with each other.

Teachers of vocational agriculture are to be envied because they have the facilities to teach many more or less abstract problems of economics than the boys' projects or their school activities. As a person not connected directly with vocational agriculture but can visually interested, I can see the ways in which cooperative and business principles may be taught by the next generation of farmers thus class instructions and Future Farmers activities. As an example, in our study of feeding livestock the boys may find that they are paying too much for the kind of feed that is needed for their particular use. After examining available sources of supply, they may decide that by cooperative action they could pool their orders and thus lower the costs on this part of their farming business.

While they are studying marketing of their farm projects they have the opportunity to analyze marketing costs and methods. This study may show that cooperative endeavor is necessary in order to lower this cost or provide for more adequate service that would benefit both the farmer and the consumer. In both instances cited, the importance of the boys making a study of whether or not a cooperative is needed has been emphasized. This factor is very important since history shows that many farmers cooperatives fail because they did not consider all the business and economic factors before the cooperative was organized.

Enthusiasm for cooperative endeavor is important, but at the same time, the organization must be sound and firm on which it is to survive and serve the farmers for whom it was organized.

Opportunity for Experiences in Cooperation Through F.F.A.

If the boys decide that they should have a cooperative, it would be advisable for them to spend some classroom time in studying the cooperative laws of their state so that they would be informed regarding the legal aspects of a cooperative corporation. It would be desirable for the boys to prepare a set of articles and by-laws necessary for the operation of their organization. By doing this, they would learn the corporate structure of a cooperative and the responsibilities and duties of the directors, officers, and patrons of their organization.

This type of information is needed by adult farmers regarding their own off farm business organizations.

Thus the years farm cooperatives have developed certain principles and practices that need to be followed and understood by their members. In these respects the cooperative corporation differs from the proprietary type of business. It is fundamental that the farmers' organizations understand these principles if the cooperative is to be most beneficial to him. To teach the principles merely as facts without application would be difficult with high school students. However, by tying these principles to cooperative activity the teaching should be much more effective. The principles of democratic control, "one person, one vote," could be brought out by a group that has decided to buy cooperatively a potato digger in order to harvest their crops more efficiently. The boys should be given training in the selection of machinery; and after a full discussion of the problem, a vote would be taken as to what type and kind of machine to purchase. This vote would be based on one vote for each member and not on the number of acres that an individual boy might have in his enterprise. More cooperation follow this principle quite closely.

The principles of patronage refunds, which is based on the use made by an individual of the cooperative, is fundamental.

W. L. Myers

Editorial Comment

(Continued on page 85)
Training received in farmer cooperation
D. L. MacDonald, American Institute of Cooperation, Washington, D. C.

Evidence shows that the sound development of farmer cooperatives de-
pends upon their members being skilled in the principles and practices by which their cooperatives are operated. The members must act as their strongest points, their weaknesses, their position, and their limitations.

The teachers of vocational agriculture, their places where the farmer, and his family, will find a real influence in the development of a sound appreciation and understanding of farmer cooperatives. Many times, while supervising the human-project program of a farmer's boy, the teacher is assuming the part of a guide for the boy and his family. Often it is not the specific work which the teacher's guidance makes possible, that can be of the greatest value, but the encouragement that a student can find in the guidance. The teacher can help to prepare the farmer's son for life in a cooperative society.

During the training of an evening class, the farmers may consider that a cooperative is needed to solve one of their problems, and the teacher may be called on for sound educational advice regarding such a venture. Sometimes the teacher's well-meaning efforts to cooperate may lead the group to the wrong decision or, at the extreme, he may seem to whose cooperative action would be desirable.

In the all-day class in marketing or farm management, the farmer cooperative is a factor which will often be considered in arriving at a recommended practice for a farmer to follow. It may be found that a cooperative is needed to educate the farmer to make his product in market or to reduce operating costs by purchasing cooperatively his farm supplies.

Study of Training in Cooperation
To determine the amount of training being given teachers of vocational agriculture in the field of cooperation, a study was made. A questionnaire was prepared and sent to each state of the U.S. Thirty-five of the 54 questionnaires distributed were completed and returned. Three Negro teachers and three white teachers were found in the study.


table caption: Training received by teachers of vocational agriculture in farmer cooperation

<table>
<thead>
<tr>
<th>Courses in farm cooperation</th>
<th>Number of institutions offering</th>
<th>Percent of total</th>
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<tbody>
<tr>
<td>Required</td>
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<td>41.4</td>
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<tr>
<td>Elective</td>
<td>12</td>
<td>41.4</td>
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<td>57.1</td>
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<tr>
<td>Elective</td>
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<td>41.4</td>
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<td>57.1</td>
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<th>Percent of total</th>
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<tr>
<td>Elective</td>
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<th>Number of institutions offering</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>65.7</td>
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<tr>
<td>Elective</td>
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<th>F.F.A. cooperative available at training-center course</th>
<th>Number of institutions offering</th>
<th>Percent of total</th>
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<tbody>
<tr>
<td>Required</td>
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<td>65.7</td>
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<tr>
<td>Elective</td>
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<td>38.9</td>
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<tr>
<td>Not required or elective</td>
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<tr>
<td>Total</td>
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A cooperative lead organization within the Iowa Falls, Iowa, F.F.A. chapter is responsible for the training of its members in the community. The chapter has a number of cooperative members and plans to cooperate. The chapter is one of the many differences between cooperative and proprietary businesses.

There are several other practices that are followed by cooperatives which could be taught to the new student. There would include open membership, expansion of services when demand, political and religious neutrality. For the purchasing cooperatives the practice of selling at the prevailing price for cash is often followed. From this consideration it is only a step to the problems of buying farm equipment, and we are all aware of the need for a farmer to understand this phase of farming business.

The section of the Future Farmer report that says "I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and effectively, with much knowledge and skill and I can secure, and in the ability of trained farmers to serve our own and the public interest in marketing the product of our trust. I believe we can safeguard those rights against praciques and policies that are unfair" would be sound for all of our agricultural population to consider. By following these thoughts the majority of our farms will remain the backbone of our nation, and operated which in my opinion is the most efficient and labor-saving method for the organization of farm production in the United States. W.T. Myres, Dean, College of Agriculture, Cornell University.
At least 30 California F.F.A. chapters own cooperative feed-grinding and mixing machinery. The Modesto, California, chapter does more than 50,000 bushels of corn a year. Here is a new feed-grinding and mixing plant operated by the Modesto, California, chapter.

Cooperative poultry banner unit, built and operated at Modesto, California, by Future Farmers. A survey conducted early in 1946 showed that nearly 50 per cent of the 3531 F.F.A. chapters own cooperative feed-grinding equipment.

PRESIDENT E. THORNTON, instructor of agricultural education at Lodi High School, recently reported that the department 21 years ago. As a result, the Future Farmers of America had gone from 11 to 23 members. Today Lodi chapter is recognized as one of the outstanding organizations in the state. It has a membership of 71 and has been honored by the national organization for its activities.

The chapter's success is due to the cooperation of its members and the guidance of its advisors. In recent years, the chapter has sponsored several successful projects, including a milk marketing program, a fruits and vegetables marketing program, and a cooperative feed-grinding and mixing program. These projects have helped the chapter members gain valuable experience in cooperative enterprise and have contributed to the chapter's success.

Cooperative projects are popular among Future Farmers because they provide members with opportunities to work together, develop leadership skills, and gain practical experience. Cooperative projects can also help member businesses save money and increase profits. As a result, many Future Farmers organizations have been able to use cooperative projects as a way to improve their economic situation and contribute to the success of their local communities.

For these and other reasons, Future Farmers of America is committed to the development of cooperative projects and programs. The organization encourages its members to participate in cooperative projects and to form their own cooperatives. By working together and pooling their resources, Future Farmers can achieve greater success and contribute more to their communities.

At the conclusion of this year's national convention, Future Farmers of America was presented with an award for its outstanding cooperative projects. This award recognize the chapter's commitment to cooperative enterprise and its success in implementing cooperative projects that benefit the chapter members.

A cooperative project in Lodi, California, is expected to bring benefits to the community. The project, which involves the production and marketing of local produce, is designed to help the chapter members obtain a better understanding of cooperative enterprise and to increase their economic standing.

The Future Farmers of America is committed to the development of cooperative projects and programs. The organization encourages its members to participate in cooperative projects and to form their own cooperatives. By working together and pooling their resources, Future Farmers can achieve greater success and contribute more to their communities.
Kentucky Future Farmer Cooperative, Incorporated

Local cooperatives aid small-farm operators

S. B. Simonson, Teacher Education, A. T. & College, Greensboro, North Carolina

MUCH has been said about the future problems of the small farmer during this age of bigger and better farms. Negro farmers of vocational agriculture in the State. Forty-five of the 95 Negro teachers who have received a small-farm service unit in the past five years have helped many farmers pay the mortgages on their property and to keep their farms. They have also been instrumental in providing medical and hospital care for many unfortunate people. They have been a means of guiding farmers in sound programs of farm management. The new program was begun in 1950 and has in turn inculcated with many farmers the importance of saving for the future. The success of this program has been due to the guidance of these men and to the cooperation of the credit union. The experience gained by these members has been valuable to the students of farm cooperatives and the credit union.

Emphasis on Cooperatives in N.F.A.

The New Farmers of America have always placed emphasis on teaching its members the principles of cooperatives, state associations, and the national organization. The emphasis on cooperatives is the single most important aspect of this cooperative movement with N.F.A. in North Carolina is the annual meeting to be held prior to the credit union meetings. The credit union membership is in the form of a "National Credit Union" in which each member has an equal voice in the management of the credit union. The purpose of the credit union is to provide the means for young people to save money for college or other educational expenses. The credit union has been successful in this endeavor and has provided a sound financial base which is important to young people who are planning to enter college.
Cooperative group projects

Many times during the course of a year we wonder about the value of group projects of a productive nature for a Future Farmer group. This year we decided to make the pro and con of value received from such projects clear to the students. These projects usually are as undecided as the conclusion of the discussion as they were at the beginning. Students are often not able to state their opinion on this problem and too often their reasons for determining factor in deciding whether or not a chapter should undertake such a venture. Because many chapters have not had cooperative group projects, I have been asked to give some comment on each of five questions. Enough sample answers are included in the report to indicate the attitude and feeling of the agricultural instructors who responded.

Three observations and comments by successful teachers may be helpful to establish the necessity of cooperative group projects. I feel beginning teachers will be helped by considering these comments from men who have had the responsibility of supervising a group project. Most certainly, this brief report is not exhaustive and in no sense does it answer all problems or encounters in conducting a cooperative farming project.

1. Question: Do you think a productive group project requires too much supervision?

Answers: a. "Group projects require a lot of instructor supervision. They do take a lot of instructor time, but on the other hand one is probably getting a greater student participation in problem solving.

b. "Not if properly organized." We have had group projects depending upon student leadership in the past, but the usual one year planning and action, which usually means that the student is the one who is doing the work during the summer months."  

c. "No. The project does take the guidance of the instructor, but then most projects do anyway.

d. "In the past, the projects have required planning and a lot of actual work on my part.

2. Question: Should cooperative group projects be made more adaptable to the students' time and other worthwhile activity.

Conclusion: Too much instructor time takes away from the student's total observation and actually does make the work impossible for some students. This is particularly an impossibility for one instructor to assume the responsibility of this project as his major summer activity.

2. Question: What should be the main objective or objectives of a group project?

Answers: a. "To provide project opportunities for boys not having facilities of their own.

b. "To make money."
The article by Professor Lawson makes the second in a series of professional contributions dealing with the role of Vocational Education in Farming. The series was initiated in the September-October issue with an article by Paul W. Chapman, Dean of Agriculture at the University of Georgia.

The article emphasizes that in order for educational programs to be carried out intelligently, the person in charge of education should be constantly aware of the nature of objectives which may be pursued for the development of farm education. Objectives may be stated in terms of the learner or in terms of the total program itself.

Much that is still said and done relative to vocational education in agriculture means to indicate that, at times, the objectives which are emphasized are those concerned with changes in the environment; for example, changes in farms instead of changes in people, or changes in crops instead of changes in boys. Yet a change in the farm environment, such as the establishment of a given number of acres of legumes on a farm, is hardly a true educational objective. Such an objective, in this case, is to help the learner develop those abilities which will enable him to decide whether the number of acres of a legume crop that should be established on any given farm is enough and to put that decision into operation.

From one point of view, it may be said that the primary purposes of farm education are to improve farms, but the objectives of teachers are to improve students, and to make them effective educational experiences for the learners. If a program of vocational education in agriculture is conducted in a way that some students do not engage in real out-of-school farm practices under the supervision of the teacher, to that extent vocational education in agriculture becomes merely an overly general program of instruction in general agriculture.

In comparison with non-school farms of vocational educational agriculture, vocational education in agriculture offers instruction that is, in general, relatively more systematic, more intensive, more individualized; and that, in some cases at least, provides for better integration of theory and practice in the abilities of the person being instructed. On the other hand, this instructional approach with these characteristics is possible if appropriate instructional conditions are made available to the teacher, and if too many extreme differences of ability are not made to develop in the same instructional environment. Too many community responsibilities are assigned to any one individual in a small community. The instructional environment in vocational agriculture does not have such distinguishing characteristics as are important to develop in the educational programs of agricultural education.

Nature of Objectives to be Achieved

It has been long said that objectives are necessary in order for educational programs to be carried out intelligently. The person in charge of education should be constantly aware of the nature of objectives which may be pursued for the development of farm education. Objectives may be stated in terms of the learner or in terms of the total program itself.

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Relationship of type of relationship is unclear because the activities engaged in are primarily governed by the environment. However, some concrete environmental change or practice in the environment that the learner tends to become not only incidental but also accidental. Activities undertaken are important to the development of the educational program of the learner who is mainly interested in the immediate direction; whereas vocational education in agriculture should be concerned with the educational program of the ultimate direction. Person in voca- tional education in agriculture should make sure that the individuals enrolled in vocational education in agriculture are either the right students and are able to be helped in the right way, or are being furthered in a regular program of education.

Primary and Secondary General Objectives

The primary general objective of vocational education in agriculture should be stated as "changing the educational needs of an individual". To become more mature and more effective in their occupation, the educational program should be entirely an educational program. The students in their occupation should be a part-time student. The educational program should be entirely an educational program. The students in their occupation should be a part-time student.

The achievement and maintenance of success in farming or any other activity is the ultimate objective of vocational education. The ability of the educational needs of an individual to change and be more mature and more effective in their occupation, the educational program should be entirely an educational program. The students in their occupation should be a part-time student.

The activities in which people engage in are important to the development of farming or any other activity. To become more mature and more effective in their occupation, the educational program should be entirely an educational program. The students in their occupation should be a part-time student.
Pre-employment records and activities of recent Pennsylvania teachers of vocational agriculture


R E S E A R C H was conducted in 1932-33
in an attempt to determine the importance of pre-employment back- ground information concerning Pennsylvania teachers of vocational agriculture.

This study was undertaken with the purpose of determining the length of teaching experience and to observe generally accepted practices of preparation and success in teaching.

The study was conducted in the curriculum in agricultural education at The Pennsylvania State College for its junior-year students. In addition, the records of 75 persons who had been graduated during the years 1931-33 were studied.

These two figures represent the respective periods 72 per cent and 63 per cent of all agricultural education graduates from the institution.

Information was obtained by means of questionnaires and the personnel records of The Pennsylvania State College.

Results of Two Studies Compared

In this summary comparison, the year 1933 refers to the early study and in- cludes only data drawn from the records of recent graduates; while the 1934-35 study refers to the most recent study and in- cludes only data drawn from the records of graduates subsequent to 1933, including those who graduated in 1934.

Elementary School Attendance

Agricultural education graduates' attendance at one-room rural elementary schools decreased 9 percent from 1933 to 1934. At urban elementary schools, it decreased 7 percent from 1933 to 1934. At rural consolidated elementary schools, it increased 8 percent from 1933 to 1934. The 1934 group of agricultural education graduates attended all types of elementary schools 63.4 percent less than did the group studied in 1933.

Secondary School Attendance

Attendance of agricultural education graduates at rural secondary schools increased 8 percent in 1934 over 1933, and decreased 8 percent over the same period at urban secondary schools. Members of both groups attended secondary school an average of 3.85 years.

Attest to Which Graduate Studied Vocational Agriculture Wax Aiding or High School, Twenty-three percent of the 1933 group studied vocational agriculture at high school. Forty-eight percent of the 1934 group studied vocational agriculture at high school. Those in the 1933 group who studied vocational agriculture at high school and who were graduates of high school were engaged in farming. Other occupational groupings were skilled and un- skilled laborers, professional men, busi- ness and commercial tradesmen, and preparatory school teachers.

Participation in the Future Farmers of America Organization

In 1943, 50.3 percent of the agricultural education graduates were members of the Future Farmers of America organization. Those in the 1933 group who graduated from high school before the establishment of the F.F.A. and who correspondingly had only limited oppor- tunity to participate in the organization.

Farm Experience

In 1933, 82 percent of the agricultural education graduates were farm-reared. In 1943, this figure dropped to 76 per cent. The average size of the farm on which the farm-reared men resided approximately the same, 125 acres in 1933 and 120 acres in 1943. Aproximately 98 percent of the 1934 reared members of both groups acquired farm experience before entering the teaching profession.

Major Enterprises in Three Farm Groups

Major enterprises in the farm groups on the home farms of the two groups were largely the same. Cattle and hogs were the leading livestock enterprises in both groups, and one-third of the 1934 group belonged to honorary societies.

Manner of Meeting College Expenditures

The 1933 group had all of their college expenses paid for them by their parents or by relatives. The figure for the 1943 group was only 10 percent. In 1933, 5 percent borrowed all the funds they needed for their college education as against 7 percent in 1943. Five percent of the 1933 group budgeted their way entirely through college, but in 1943, only 3 percent met their college expenses in this manner.

Scholarship Funds in College

The grade point average for all undergraduate work earned by the 1933 group was 5.68. The college granted them 1705.0 points. The figure was 15.6. Measured in grade point average, the physical sciences were the most popular field. Agriculture was followed by business, English ranking second in difficulty. The highest scholarship was awarded to students whose grades were in the first 5 percent. The academic qualification of both groups were earned in the professional subjects.

Conclusions

(1) The number of agricultural education students who in their elementary school days had had an opportunity to work in one-room schools is decreasing. Also, the number of students who gave up elementary school to go to high school is decreasing. Elementary school attendance of agricultural education students is sharply in- creasing.

(2) The number of agricultural education students who in their second- ary school days were members of vocational schools is increasing. Similarly, attendance at urban secondary schools is decreasing.

(3) The number of former students of vocational agriculture among the enrollees at The Pennsylvania State College is increasing, but a full account of this most recent study may be had by reviewing a copy of Bulletin 486, "Pre-employment Records of Recent Pennsylvania Teachers of Vocational Agriculture."}

Note: The bulletin in which the writer reported results of his 1933 investigation is now out of print, but a full account of this most recent study may be had by reviewing a copy of Bulletin 486, "Pre-employment Records of Recent Pennsylvania Teachers of Vocational Agriculture." From the Pennsylvania State Agricultural Experiment Station, State College, Pennsylvania.

Amounts, sources, and uses of state F.F.A. funds

In THE summer of 1946, Kenneth C. Kremer of the Agricultural Extension Service at Loyington, Illinois, began a study of state F.F.A. funds. He found it advantageous to determine the sources of receipts by state organizations in 1944-45 and the uses by state organizations in 1945. He received returns from 27 states. Not every state reported completely on every item.

Amounts and Sources of Funds

Twenty-five state organizations took funds in 1945 for state F.F.A. activities at $384.60 to $32,931.57 in 1944-45. The median amount of income of three state organizations was $11,645. These funds came from state clubs, gifts, and from appropri- ation payments. The range in state dues collected in 24 states was from $75 to $7,198.01. The median amount of state dues was $3,567.93.

Twenty-two states collected a total of $95,149.25 in gifts and donations. The range in 24 states was from $4.52 to $3,166.71. The median amount of state dues collected in 24 states was $1,094.12.

Expenditures and Uses of Funds

Twenty-one state organizations showed total expenditures of $25 to $3,070. The median amount spent by three states was $800. However, one state spent an amount of $31,200 only to $10. The amount spent for competes and awards was $52.00, and the amount spent on uniforms aggregating $1,644; one state spent $5,400 on uniforms. Agriculture scholarships, one of them constituting an amount of $3,000, were $1,000.00. Total expenses were distributed to the salary of the state executive secretary in varying amounts from $3,500 to $12,000. Iowa had the largest amount of $12,000. Twenty states had significant amounts of money to give their principal scholars.

The bulletin in which the writer reported results of his 1933 investigation is now out of print, but a full account of this most recent study may be had by reviewing a copy of Bulletin 486, "Pre-employment Records of Recent Pennsylvania Teachers of Vocational Agriculture." From the Pennsylvania State Agricultural Experiment Station, State College, Pennsylvania.
**Role of vocational education in agriculture**

(Continued from page 93)

Duties and responsibilities of local N.F.A. advisers

D. C. Jones, Teacher Educator, Longmont University, Longmont, Oklahoma

**THE NATIONAL ASSOCIATION OF NEW FARMERS OF AMERICA held its thirteenth annual convention at A. and T. College, Greensboro, North Carolina, August 3-6. As we saw in the last issue of agricultural, determined, and enthusiastic young people, one of the best qualities of the profession is the spirit of cooperation and the willingness to share experiences and ideas with others.

The National Association, as a whole, is growing in numbers and influence, and is doing its part to help prepare the next generation of farmers.

1. The purposes and ideals of the National Association are the same as those of the state and local associations. These are: to promote the ideals and ideals of the younger generation of farmers; to aid in the education and training of farmers; to foster cooperation and unity among farmers; to promote the interests of agriculture; and to work for the betterment of the rural community.

2. The National Association is the only organization in the United States that gives farmers the opportunity to meet and discuss their problems on a national level.

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Earl in the spring of 1946, several stations went on the air, counting the days, the weeks, and the months, before it was possible to announce their programs.

Three days after the first broadcast was made, the National Association of New Farmers of America was organized.

A. W. TENNEY

**Future Farmers of America**

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**THE F.F.A. ON THE AIR**


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Civic clubs cooperate with F.F.A.
Ben Brato, Teacher, Rocky Ford, Colorado

No other organizations are in a position to do more to promote F.F.A. work in the community than the local civic clubs that are there. It is the duty of teachers as leaders of vocational agriculture to foster closer cooperation between civic clubs and our Future Farmers of America chapters. In order to bring things in line with this situation about, the F.F.A. program must attract the clubs to the F.F.A. program.

To accomplish the worthwhile objective of cooperation with civic organizations, it is necessary that each F.F.A. chapter have the "proper" class on this subject. The idea that the civic-minded club has "no time" to and "cannot afford" to do this "is entirely wrong.

In the first place, each such club has a full schedule of work themselves without going out of their way to "reach" us and our chapters. In the second place, the clubs are justifiedly cautious in sponsoring work for which they may be held accountable.

Thirdly, the civic organizations have a right to expect that we will not waste their cooperation but will be willing to cooperate with them as well.

N.F.A. advisers (continued from page 96)

and the number and duration of each.

V. To develop some outstanding and interesting features such as special contest to stimulate superior farming superlative work plan, for financial contests and practical farm work plan, develop and distribute pure seed or pure livestock to the community or develop some cooperative service in which the whole community may participate. Such farm projects as the sale of a live and going project, but real future leaders in the solution of the most difficult economic and social problem.

Program Must Be Worthly

Keeping these things firmly in mind, we find that it is essential that we do more to avoid doing F.F.A. work. As F.F.A. workers we prove the worth of our club. One of the best ways to do this is to develop a strong program of work, carry the various objectives to successful conclusions, and see to it that the results are given the results.

Another thing which an adviser and his chapter can do is to educate the people of the community and the members of the various civic clubs to the F.F.A. program of work on local, state, and national levels. This can be done through the local newspapers, three or more times in the civic club meetings, through radio programs, and through contacting individuals.

In order to see more clearly just how these principles can be practiced and successfully practiced, let's consider a few examples of cooperation between the Rocky Ford, F.F.A. chapter and local community civic organizations.

The Rocky Ford Future Farmers of America chapter was reinstated last year after a lapse of four years. During the summer preceding the reinstitution, however, the new instructor of The Agricultural Education Magazinn. November, 1947

- Advisor and member of Rockland chapter being interviewed by Lowell Watts, KCLF farm reporter, at a Rotary Club luncheon. The program gives recognition to the top award in a regional farm safety contest.