New horizons in farm safety

A TOTAL of 18,000 farm residents were killed accidentally last year. There were 45,000 accidental injuries, and 50,000 farmers and their families of these suffered permanent physical injury. The total financial cost of these farm accidents, including property loss, medical expense, insurance overhead, and taxes lost from work in 1947, was estimated at $1,000,000,000.

Reductions can be made in the tremendous toll taken by farm accidents only by reaching a majority of farmers in America with safety information. On these 6,000,000 farms live over 20,000,000 people. Many of their practices of working, playing, driving, horsekeeping, must be changed to eliminate the causes of accidents. Obviously, this is no small task.

Fortunately, the largest group of farm people are boys and girls under twenty years of age. This group of about 11,000,000 does not have many adult practices to imitate. They are more responsive to and more easily persuaded for education, and much of what they learn influences their parents.

There are 2,500,000 children in America, 3,000,000 farm school children (plows, mowers, combines, etc.) and 5,000,000 farm households (puppies, ducklings, silo fills, etc.). In the hands of capable or poorly informed workers, many if not all of these machines are potentially dangerous. A simple safety practice, such as keeping children out on the tractor powered take-off, alone removes a single potential hazard that can be the cause of injury, even death, every year.

Education in Essence of Safety Plan

Education in the principles of accident prevention for agricultural leaders and through them for over 2,000,000 farm residents of America will be the essence of the plan for greater farm safety.

Industry has reduced its accident rate 50 per cent on account of an intensive education program in accident prevention over a period of 10 years. This program offers a stimulating challenge to all who are interested in social and economic welfare of rural America.

The development of safety consciousness and recognition of rural accident hazards is, in reality, the educational phase of the Farm Safety Program.

Pamphlet is a family proposition. A typical American farm is family operated, each member of which helps to make the decisions that regulate these operations. It is often the home bound members of the farm family who are made decision makers. This will include the consideration of dangerous practices around the farm, what constitutes major hazards; what are the dangerous practices resulting in farm equipment breakdown, how children can be safeguarded from the risks of the use of electricity, efficiency in fire prevention; up-to-date knowledge of first aid, and a host of other items.

Only limited farm accident statistics have been collected. Most complete and reliable records, including both fatal and non-fatal, must be compiled and summarized in state and local areas. At the same time accurate nation-wide studies should be made periodically under the supervision of trained research personnel.

Consciously informed and less accurate surveys of farm accidents are being made by F. F. A. chapters in many communities. The purpose of the survey is to secure, compile and record statistics which are essential as a basis for planning an effective local program for farm accident prevention.

Check lists have proved to be a popular means of securing results in the removal of hazards from the home farms of family operation.
Ohio's farm safety program

DE. P. BURKEY — District Supervisor, Columbus, Ohio

The importance of farm safety has long been recognized by supervisors and teacher trainers as an important part of the program in vocational agriculture. After the appointment of W. E. Stanley (a former teacher-trainer) as Farm Safety Specialist in the Ohio Division of Safety and Hygiene, considerable program has been made through his cooperation with the supervisory and teacher training staff.

F:\A. MEMBER, VAN WERF-Marsh, OHIO CHAPTER

A successful farm home clean-up campaign, (1) Chapter furnished materials for safety programs in local Gaines. (11) Sponsored a school safety program in cooperation with the State Highway Patrol and County Game Warden. (14) Conducted a hazard recognition contest.

Another important promotion idea is conducted through the State association by the Farm and Home Safety Committee of the Ohio State Safety Council. This committee is composed of leaders of all state agricultural agencies and organizations, with Ralph Howard, State Supervisor of Vocational Agriculture, as chairman. The Council has offered awards to the best safety display. Each year, the best two groups of people are selected. First, the people who make the best display; second, the most important, the chapter which presented it. A result of this contest many exhibits have been displayed in store windows and at state, county, or local fairs.

Monographs Prepared

Monographs have been prepared by Mr. Stanley, with the aid of the extension specialist in the various enterprises. These monographs are used by teachers of vocational agriculture to help integrate safety in their everyday teaching programs. An example of this is the series on the care of machinery which is used with students to teach the importance of safety with each machine. The same procedure is followed for livestock and farm shop units.

Fire safety has also been stressed by our teachers of vocational agriculture and state reported the 1960 state contest sponsored by "Fire Underwriters" has been one means of promotion. Many F. E. A. chapters are conducting fire safety campaigns as well as safety programs through their County Safety Committees. The following check blank is used by the Van Wert-March Chapter for this purpose.

Fire safety inspection blank

F. E. A. MEMBER, VAN WERF-MARSH, OHIO CHAPTER

Yes or No

1. Can persons escape from each room of upper story if fire has involved first floor?...

2. Have you ladders which reach to roof?...

3. Can some of your farm equipment, such as spasers, be used to combat fire?

4. Is there any organized fire protection in your community?

5. How would you call for the protective service?

6. What provisions have you made for extinguishing fires?

7. When can fire engines arrive?...

8. Are there fires?...

9. Are the electric fixtures of right capacity (5-amperes for branch circuits)?

10. Are all lights, including electric lights, in the house, barn or other structures so situated they cannot come in contact with combustible material?

11. Are places provided in barns and other farm buildings where batteries can be hung and not sit on floor?...

12. Is hay left well ventilated?...

13. Can women be quickly removed from barns?...

14. Are broilers covered by Underwriters' Laboratories, Inc.?...

15. Are gasoline stoves and kerosene heaters of types listed by Underwriters' Laboratories, Inc.?...

16. Where feed is to be cooked, is this done outside the barn?...

17. How hazardous are the insecticides which you use?...

18. On your home, house and other property a proper spring and fall cleaning and get rid of useless things?

(Continued on page 23)

FARM ACCIDENT PREVENTION

LAT Fall classes requested that a new farm safety course be included in their course of study. The special teacher and I were not familiar with any units on farm safety being offered. After a discussion we decided that we could keep the veterans reminded of the potential dangers happening to them, we would offer more than just a unit on safety. We decided the way to accomplish this was to have the veterans bring in class reports on accidents that were reported in their newspapers. We proposed to use the first part of each class period to discuss the accidents, how they were caused, the seriousness of the accidents, and how they could have been prevented. The following is a listing of farm accident reports noted by the class during the school year 1964-65.

SUNRISE CUSTER BEEF

14 Corn Pickers ... 1. Bull

6 Bulls

3 Corn Elevators

3 Fires

2 Tractor Overturns

2 Falls

1 Electric Shock

6

Corn Pickers

Almost one-half of all the accidents were caused by corn pickers. The specific causes of these accidents were:

1. From falling stalks from the machine while in operation

2. 1 from cutting potato planters

The list was:

1 death

1 loss of right hand

3 loss of both hands

1 loss of right leg

3 loss of fingers from one hand

Bull

These accidents were caused by the owners thinking the bulls were tame. Ruminates were:

2 deaths

2 broken hips and severe bruises

2 broken ribs

Fire

Fire resulting from an accumulation of trash on tractor engines were responsible for three accidents. The trash ignited and set the tractor and equipment alight. In all three cases the equipment was a complete loss. Three operators received slight burns.

(Continued on page 132)

THE AGRICULTURAL EDUCATION MAGAZINE, January, 1964

THE AGRICULTURAL EDUCATION MAGAZINE, January, 1964
Montana association sponsors clean-up campaign

Note: The introduction of the poster presented here indicates the nature of a clean-up campaign staged last spring by the Montana Association of the Future Farmers of America, reports that interest recently were obtained from the campaign and that many similar campaigns will be effective.

In education in farm safety (Continued from page 219)

Care Elevator

These accidents were caused by cloth-

King getting caught in the corn.

1st. loss of right leg

1st. loss of right leg

2nd. 1st. loss of four fingers

3rd. 2nd. loss of hand

4th. 3rd. loss of hand

Tractors Overturning

Two of these accidents were caused by

drivers getting in and out of tractors, and the other

was caused by driving too close to a rock. Results:

1st. death

2nd. loss of hand

3rd. loss of hand

4th. loss of right leg

Fall

These accidents were caused by stand-

ing up while walking or being loaded with corn. One was

caused by a long-hanging telephone wire which

had been blown back from the loaded wagon. Results:

1st. death

2nd. loss of hand

3rd. 1st. loss of a broken arm

Electrical Shock

A small girl was playing with a frayed
drop cord which had been chewed on by a dog. Results:

1st. death

Future Farmers will put this slogan and safety rule into practice:

A place for everything and everything in its place.

Future Farmers have outlined a program for May which includes the following activities:

1. Repair broken steps.
2. Repair broken fences.
3. Clear driveways, alleys, walkways, and sidewalks.
4. Repair broken lawn furniture, tools, and other articles.
5. Label and put necessary tools in proper place.
6. Have proper lighting and wiring.
7. Clean up accumulations of lint, rags, grass, and barrel wire.
8. Paint and repair buildings and fences.
9. Plant flowers as time permits.
10. Make plans for May in a continuous yearly program of this kind.

FUTURE FARMERS INVITE EVERYONE TO HELP IN THIS PROGRAM

Tractor safety rules

Before starting a tractor, set that gear-

shift lever in neutral. Always drive tractor carefully, avoid exces-

sive speeds. Do not pass other vehicles on sharp curves or on hill

or highways. Avoid refinishing or other service work while

the tractor is running or extremely hot. Keep tractor in gear going down slopes or grades. Always stop tractor before removing or replacing self, or other parts. Observe standard traffic signals when operating on public highways.

Montana Future Farmers of America

Have designated the month of May for Spring Clean-up on the Farms, and for Farm Accident Prevention

1600 Montana Future Farmers

will each do something about this activity on his home farm during the month of May. This program was approved by the 1947 State Convention on April 11, 1947.

Please help us!

J. E. Everett, Teacher, Monticello, Ohio

Good, sound, practical instructional data is so scarce that so many different sources that most teachers of agriculture seem to be poor, and the need

evitably impossible for them to collect and organize data for their use in-

struction. They have neither the time nor the facilities for doing this work on any adequate scale. State teachers, even some of the recently revised editions, are slow and laborious in their use of data. If the teachers were to collect the data needed for instructional purposes, it would be necessary for them to have practically all of the material made available in annual reports, and progress reports issued by the state universities.

Without these publications the teachers are forced to spend a great deal of time and effort in searching for, and collecting material in the form of mimeographed reports which have not been made available to the teachers. A whole school of agricul-

ture need assistance in obtaining the facts which are contained in these mimeographed or printed reports.

Many of our experiment stations publish bulle-

etin results which, because they are mimeo-

graphed, are not in most cases picked up by the teachers. This simple fact represents one of the facts which at present are in most cases picked up by the teachers.

Comparatively few, if any, teachers have been able to collect the material that is contained in the data essential for instruction on all the problems which they need to teach.

To give to teachers of agriculture the help which is described above necessi-

ates some assistance in collecting and organizing in-

formation which is necessary for them to be reformed from the office of the state supervisor of agri-

culture or from the teacher training de-

partments of the agricultural colleges.

Dr. George P. Dye, Professor of Education at Michigan State College, has joined the staff of the College of Edu-

cation at the University of Illinois, as Professor of Agricultural Education, Dr. De-

ye's responsibilities at the University of Illinois will be comparable to the duties of a graduate teaching, research, and field

service.

Dr. Dye was graduated from Iowa State College; his Master's degree was from the University of Chicago; and his Doctor's degree was received at Teach-

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The Agricultural Education Magazine, January, 1948
Teaching an improved farming practice

W. R. TABB, Teacher Education, University of Kentucky

MUCH of the time is spent by teachers of vocational education in teaching improvement of practices. Teachers of Vocational Education in the Democratic Education Program of the University of Kentucky have been working on an improved farming practice for some years. This practice has been developed in an attempt to help large numbers of students who are not able to continue their education. The practice is well taught, a large part of the students will adopt the practice and continue to use it in their farming programs. The principle reason a student does not adopt it is because there was no weakness in the instructional program.

The purposes of vocational education is to provide systematic instruction in the end that the student may become proficient in farming. This purpose can be fulfilled if instruction is given in class instruction followed by supervised practice in the classroom and observation of farm operations of farmers and students. Often, if the practice is not systematic or the system is not very effective.

If a teacher is to provide systematic instruction and give good practical experience for the student as a component of his program, he would like to teach an improved practice.

There have been several lists of the abilities and types of instruction that are necessary for a student to become proficiency in farming. This list was prepared by the Agricultural Education Program of the University of Kentucky.

1. A belief that the practice is desirable.
2. A good understanding of how the practice is to be carried out.
3. An understanding of the basic science (e.g., plant growth) that underlies the practice.
4. The ability to see that the practice is beneficial to himself and to others.
5. The ability to perform the practice.
6. Confidence in his ability to use the practice.
7. The ability to use the practice in his own program, without supervision.

In order for one to use and continue to use an improved practice, he must have a belief in the practice, he must have a good understanding of how to use the practice properly, he must have the necessary skills to use the practice properly, he must have the ability to use the practice, and he must have the ability to use the practice in his own program.

The ability to evaluate the results of the use of the practice.

This is the ability to understand the proper use of the practice, to understand why the practice was used, and to understand how to carry out the practice by study, discussion, and explanation. If the practice is correctly understood, the student will be able to use the practice properly.

The ability to use the practice in his own program, without supervision.

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A broad, out-of-school program for rural youth

Ralph E. Bender, Teacher Education, The Ohio State University, Columbus

A committee of All Americans, met with their visitor Ralph E. Bender, as American Farmer, (right) to plan some details of Young Farmers program.

A committee of All Americans, met with their visitor Ralph E. Bender, as American Farmer, (right) to plan some details of Young Farmers program.

In the accompanying article Mr. Bender outlines a program for missing theIRs of out-of-school youth groups as rendered out of data obtained from the use of such a check list.

The out-of-school, rural youth programs, sponsored by the Canal Winchester, Ohio, appears to be one of the areas of interest and problems of those who are participating in this program. This program has been developed and carried on largely by the guidance of the teachers of vocational education in the district and in agriculture in that community. It has many of the features of successful cooperative young adult programs, including the following:

1. The program is large and well balanced, providing activities for men and women in the social, recreational and educational phases of their lives.
2. It is a sound program for young people that is quite deeply planted in the community and is part of the youth's life.
3. The organization is well thought through with young adult programs to provide participatory education which will be both educational and social and will contribute to the better citizenship status and state level.
4. The activities are aimed at reach all of the local, the out-school, rural youth.
5. The group relationship with young men and women from all walks of life and activities are used and coordinated into this program.
6. All of the school facilities are available for use, free of charge.

A brief description of the program is that it is an all-inclusive program during a youth program having a vocational emphasis. It is not the only way that youth can make effective use of their time.

The Canal Winchester Community Club

The Canal Winchester Community Club, sponsored by the teachers of the town, young men and women who are interested in developing a better citizenship and a wide variety of activities, designed to meet their needs.

The organization had its start about ten years where a number of young men and women from various farm families of the district participated in separate groups with the teachers of vocational education in agriculture in a series of short course meetings, conducted in a few social and recreational functions. Such meetings for men and women included both the programs and suggested that they meet more frequently, not only for social but for the discussion of some of their mutual problems. Thus, there developed a need for something like an organization to carry out the desires of the group. Therefore the Canal Winchester Community Club was formed.

Membership in the organization, which has grown from 35 to approximately 125, is composed of out-of-school youth, from 18 to 22 years of age, as well as the country. The geographical area served, which started with the teachers of home economics and of vocational agriculture, employed the services of the Executive Committee, which committee included the Executives of the various Executive Committees of the Boy Scouts. That is, they meet together often to take care of the needs of the various meetings to the extent that they are unable to participate in the meeting as a group, but to meet in an out-of-school youth meeting as they do in that.
The role of in-service teacher education

THE role of in-service teacher education is multifaceted and essential in the professional development of educators. This article explores the importance of in-service education in maintaining and improving the skills of teachers, which in turn affects the quality of education for students. It argues that in-service education should be a continuous process, not a one-time event, to ensure that teachers are equipped to meet the evolving needs of their students.

In this article, the author emphasizes the significance of in-service teacher education in enhancing the quality of teaching. It discusses the various forms of in-service education, such as workshops, seminars, and conferences, which can be tailored to meet the specific needs of teachers. The article also highlights the benefits of in-service education, including improved job satisfaction, professional growth, and increased student achievement.

The Functions of In-Service Education

Among the important functions of in-service teacher education are the following:

1. A continuous development of the individual teacher's professional competence after he is employed. This will maintain and improve his educational efficiency.
2. The development of new skills.
3. The further development of the ability of the teacher to meet the challenges of teaching, to change his work, and to enhance the ability and interest of his students.
4. The improvement of the professional qualifications and interests of the teacher.

The Need for Expansion of In-Service Education

There is a definite need for an expanded program of in-service teacher education at this time. For a variety of reasons, in-service education has been neglected in the past, but the present requirements and trends indicate that it is essential for the improvement and development of the educational system. In-service education can play a significant role in providing the necessary support and development for teachers to improve their skills and knowledge, thus enhancing the quality of education for students.

The role of in-service teacher education can be classified into six phases, each of which plays a crucial role in the professional development of teachers. These phases are:

- The requirement of professional advancement
- The educational standards for teachers of vocational agriculture
- The state licensing regulations
- The one-time preparation of the students for entrance to the college
- The professional standards for practicing teachers
- The state licensing regulations

One of the first questions in connection with this type of preparation is the attitude of teachers toward these classes. It is important to note that teachers who are not well-prepared may not be accepted into the program. Therefore, it is essential to ensure that teachers have a solid foundation in the subject matter before they are accepted into the program.

A second proposal is that certain types of professional subject-matter courses should be offered to teachers in the field of agriculture. These courses should be designed to meet the specific needs of teachers in the field, and should be offered in a variety of formats to accommodate different learning styles and preferences.

A third proposal is that courses for teachers who wish to become licensed should be offered in the field. These courses should be designed to meet the state licensing regulations, and should provide the necessary knowledge and skills for teachers to successfully pass the licensing exams.

In conclusion, the role of in-service teacher education is critical in the professional development of teachers. By providing continuous support and development, in-service education can help teachers stay current with the latest research and practices, and improve the quality of education for students.
Basing instruction on farming programs

**JOSEPH S. SHELLY**, Teacher, Shippenburg, Pennsylvania

**SUPERVISING** in a term familiar to all teachers of vocational agriculture. To many it may appear that supervision of farming programs and to others it may mean just a project. Supervision is the understanding the parents regarding agriculture education in the classroom. The parents of the boy must know the program that is being taught and understand what it is that their boy is learning. The program must find activities which attach themselves to the developed farming program to be conducted. A safe and conservative estimate based on a careful review of research is that in at least half of the cases parents do not know what is being taught in their son's agriculture program. However, if any group where superior farming programs are found, parents are acquainted with the teacher. Given this acquaintance with the teacher and an understanding of the work in the program, the parents of the boy should be the one the opinion that SUPERVISING is worth the money and the time the parents give. With that attitude, parent-teacher-student cooperation is strengthened.

Methods of teaching are of fundamental importance. Unless the teaching is geared to the farming programs of the students, the development of a vocational agriculture taken place. This involves the development of a programs of studies that will provide for directed and supervised practice in agriculture on the home farm or in another farm for at least six months per year. The instruction must be made of the same act the purpose for vocational education.

**For the student**

In order to use the cross-section method such detailed information must be gathered about the student, the farm and the school. Some of this information must be collected by the teacher and some by the student.

The data which the teacher must have includes specific information about the boy of the community can be scored for the student. The data, collected during the third year with the help of the student, includes the amount of experience in agriculture, the amount of time spent in agriculture, the number of hours worked in agriculture, and the amount of time spent in agriculture. The data is then used to determine the type of program that would be appropriate for the student.

The teacher must also look for problems and jobs which will provide the student with a chance to work and invest in the business. The teacher must be a good manager and leader. The amount of work done will vary with the student. Some may be able to do more complex work than others.

**For the community**

The teacher of vocational agriculture should have a good understanding of the community. The teacher should be able to give a good program that the students will enjoy. The teacher should be able to give a good program that the students will enjoy.

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The teacher must be a good manager and leader. The amount of work done will vary with the student. Some may be able to do more complex work than others.
An experimental evaluation of certain audio-visual aids in vocational agriculture

Ralph L. Bentley, Purdue University, Lafayette, Indiana

The experimental study was conducted in both crop and livestock enterprises, and the relative effectiveness of certain audio-visual aids on the retention of these two types of learning in vocational agriculture.

The purpose of the experiment

The experiment was a factorial arrangement of treatments in which the effect of four different audio-visual aids on the retention of learning in vocational agriculture was determined. The experiment was conducted in both crop and livestock enterprises, and the relative effectiveness of certain audio-visual aids on the retention of these two types of learning in vocational agriculture.

The design of the experiment

The design of the experiment consisted of a completely randomized assignment of treatments and analysis. The experimental procedures included the selection of the experimental units, the selection of the audio-visual aids, the independent variable, and the control groups. The selection of the experimental units was based on the number of the experimental units in each of the three treatments. The selection of the audio-visual aids was based on the availability of the audio-visual aids in each of the three treatments. The independent variable was the presence or absence of the audio-visual aids in each of the three treatments. The control groups were based on the number of the experimental units in each of the three treatments.

The experimental and control groups

In the present study, the experimental units were the basis for the selection of the experimental units. The experimental units were selected based on the number of the experimental units in each of the three treatments. The experimental units were assigned randomly to the experimental groups. The independent variable was the presence or absence of the audio-visual aids in each of the three treatments. The control units were randomly assigned to the control groups. The control units were selected based on the number of the experimental units in each of the three treatments. The control groups were based on the number of the experimental units in each of the three treatments.
Canning class at the Great Branch, South Carolina community canneries which is located near Orangeburg, South Carolina.

The Great Branch Community. The landowners and tenant farmers in the Great Branch community are eating a variety of fruits, vegetables, and grains. They have experienced new means of food production and preservation.

Professor Ashley demonstrates to a farmer how the posts are placed into the creosote vat and how they are removed after being treated.

The Great Branch community is located near Orangeburg, South Carolina.