PICTURES of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

THE HARVEST

Photo by Warren T. Smith, Modesto, California

THE F.F.A. ON THE AIR

Photo by Wm. Paul Gray, Eaton, Colorado

DITCHING WITH DYNAMITE

FIRST PLACE:
John M. Spradl, Middlebrook, Virginia.

Camera: Argus C-3—
35 mm. Exposures: f/11—1/200 second setting.

DAIRY IMPROVEMENT

BUILDING OUR OWN

Photo by James E. Hamilton, Audubon, Iowa

Photo by Warren T. Smith, Modesto, California
Contributions to farm family living

E LDUCATION pays off in the quality of living which it enables individuals and families to enjoy. Vocational education in agriculture has long been regarded as a means of advancing the quality of farm family living. In recent years the I.O.F. program for veterans has made similar contributions to the farm family welfare. Teachers of agriculture, and of farm veterans, can take pride in their part of assisting farm families and livestock owners. Their major occupational philosophy has, perhaps, been economic—ever materialistic. Economic security is a prerequisite to high quality of farm family living in our society. Cows, beans, milk, and eggs produced and marketed make the family more money with which the family can purchase education, medical, and other services, labor-saving conveniences and yet, a few of the uncounted luxuries. Increased leisure time for the farm family comes with labor-saving equipment and more careful organization, in spite of what others may say this type of contribution to farm family living is of tremendous importance. We would go on to point out productions of these sorts other than the purely economic. A long list is not required. The following might be regarded as some of the significant items:

1. A broader sense of values and an agreement on worthy values for which the farm family strives.
2. A deeper feeling of partnership on the part of farm family members.
3. Improved environment for the farm family.
4. A concern with and an attack on problems of health and safety of all members of the family.
5. The desire and ability to help their neighbors solve common farm and civic problems.

You, as a farmer, can do your part by supporting teachers of agriculture and teachers of farm veterans go beyond—beyond the purely economic in their contributions to farm family living.

In making real contributions these teachers have found that some of the best educational results have been obtained when the farm family has to deal with a problem. The more the farm family has to work with people to get people to change. They have to go to the very center of the problem. When that happens, not one family member, but several have usually been involved. As more clearly comes to the farm family, they can compete with some of the results in influencing the good for the quality of farm family living. "May their tribe increase."

Our Cover

LYNN WARD, Florida, started taking vocational agriculture in 1943. He received his American Farmers Degree in October, 1949. Soon after his graduation, he married Lona Sessions and later, they went to work with a non-Gary Lynn. Today he is very busy operating a 380-acre farm which is the pride and joy of his family.

Revel R. Davis, pastor of the First Grove Baptist Church of Lyle's family are members, really praises Lynn's work as director of the Young People's Training, and as a member of the building committee. So here is another farm family of which the head is just 21 years old, still looking forward to voting for the first time, as he has high praise for the training he received in vocational agriculture and the FFA.

A. V. A. Convention

Minneapolis, Minnesota

AGRICULTURAL EDUCATION

A. V. A. Section

A. V. A. Convention Program Chairman

Program Theme: What's Ahead in Agricultural Education?

A. V. A. Convention Executive Committee

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION

Report of the President—J. D. Smith, Lake Grove, W. I., and Comptroller

Monday, November 26, 6:00 P.M.—12:00 A.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION

Regional Meetings

Tuesday, November 27, 8:00 A.M.—10:00 A.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION

Regional Meetings

Tuesday, November 27, 2:00 P.M.—4:00 P.M.

COMBINED AGRICULTURAL EDUCATION GROUPS


Secretary—L. R. Cross, Acting Executive Secretary, National Vocational Agricultural Teachers' Association, St. Paul, Minnesota.

Greetings—Harry C. Smith, President, National Association of State Directors of Vocational Education and State Director of Vocational Agriculture in Idaho. Mr. Smith is an illustrious lecturer—The Human Side of Farming—James A. Wallace, Manager of the Agricultural Foundation Farm, Iowa State College, Ames, Iowa.


Dr. Byron Shaw, Deputy Administrator, Agricultural Research Administration, U.S. Department of Agriculture, Washington, D. C.

Thursday, November 29, 1:00—5:00 P.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION

Regional Meetings

Thursday, November 29, 1:30 P.M.—4:00 P.M.

COMBINED AGRICULTURAL EDUCATION GROUPS

The Contribution of Agriculture to Our Future Program Chairman: G. P. Doyen, Professor of Agricultural Education, University of Illinois. (Chairman of A. V. A. Committee on Research in Agricultural Education.)

Second—C. S. Anderson, U.S. Department of Agriculture, University of Kentucky, Lexington, Kentucky. (Member of A. V. A. Committee on Research in Agricultural Education.)

The National Study of the Education of Farm Veterans—E. R. Holzle, Professor of Rural Education, Cornell University, Ithaca, N. Y. (Chairman of National Committee on the Influence of Education of Farm Veterans.)

(Continued on Page 108)
Father and son farming arrangements

J. ROBERT GRIDLEY, Graduate Student, Cornell University

It is becoming ever more difficult for young men to acquire the necessary capital to enter independently into farming. It is estimated that a capital investment of $40,000 is needed just to get into operation of an efficient dairy farm business. New York State unless it is inherited must command of somewhere near this amount of capital, be he inheriting under a handicap.

There are certainly advantages that are inherent in the family farm economic unit. There is no space here to enumerate these advantages, but official agricultural policy in the United States has always favored the family farm as an agricultural economic unit.

The author of this article became quite aware of the problems facing young men who wish to become farmers. This awareness grew from many conversations with the leaders of the youth for agriculture, the Future Farmers of America, and the many talks with young men who faced the problem of whether or not they could become farmers.

Some Findings

The study was conducted in twelve townships in areas scattered throughout New York State. Random samples of farmers were taken on the farms on which the criteria for inclusion were 150 farms. Every farm in each of the townships on which a father and son were farming together, where the son was out of school and not over 35 years of age, was visited.

Some of the more significant conclusions coming out of the study were:

1. Farm youth tend to make a definite choice between a farming and a non-farming economic occupation early in life, if age is controllable.

2. About one-fourth of the farm situations included in the study occurred good to excellent opportunities for the development of a father-and-son farming agreement.

3. Sons do not ordinarily make an orderly upward progression in farm status to employment.

4. The most common method by which sons received remuneration for their part in the operation and management of the farm business was the sharing of the net farm income.

5. A considerable proportion of the sons have no equal in the family business.

6. The sons usually have an active part in the management of the farm.

7. Farmers do not usually consider a written farm-parents-farming agreement to be a necessity.

8. A higher proportion of sons than of farmers consider a written agreement to be necessary.

9. The greatest advantage that farmers see in having their sons farm with them is that it makes it easier for them to retire.

10. The greatest advantage that sons see in farming with their fathers is that it aids them in making a start in farming.

11. Farmers do not make a definite plan for the transfer of the farm property to the younger generation.

12. Many farmers do not feel the need for outside help in developing a father-and-son farm business agreement.

13. Better situations for father and son farming agreements are associated with the existence of written agreements.

14. Sons who receive a definite share of the net farm income tend to be in better farming situations than those sons who receive wages or spending money.

15. Sons who received at least four years of high school education tend to be in the better farming situations.

16. A higher proportion of sons with at least four years of high school education consider a written father-and-son farming agreement to be desirable than of sons with less formal education.

Implications of the Study for Teachers of Agriculture

It is well established that there is a close relationship between more father-and-son farming agreements, and that these agreements are good to carefully planned. Many farmers do not see the need for written agreements. It is well recognized by lawyers and workers in the field of agricultural extension and education that written agreements are desirable.

The logical beginning point for a father-and-son farming agreement is at the time the son enrolls in vocational agriculture.

Supports for Drawing Up Father-and-Son Farming Agreements

1. The type of legal relationship with the farm will enter into whether an agreement should be considered. A more detailed discussion of the agreements will not necessarily mean that the laws of partnership will not apply.

2. The financial and the State supervised by the department of agriculture and the law, the Veterinary Administration, and the State Veterinary Administration had regulated these agreements in a considerable way. It is obvious that the agreement should be stated in the agreement.

3. The purpose of the agreement should be stated in the agreement.

4. The agreement should state that the farm property should be divided upon the son leaving school.

5. The agreement should include a provision for its dissolution.

6. Inferences upon independent actions of the partners should be considered, and incorporated into the written agreement.

7. The agreement should specify the number of years which each party is to make to the joint enterprise should be stated. These contributions should include labor, management, and farm property.

8. Provision for the types of record keeping should be made, and responsibility for keeping records assigned to one of the parties to the agreement.

9. The division of the farm property should be clearly stated in the agreement, and it should be on a basis consistent with the agreement.

10. The agreement should be flexible, and the son should gain from time to time.

11. The agreement should make provision for the son to increase his equity.

12. In any agreement in which the son has the full management and operation of the family farm, the agreement should be such that the property shall be maintained in good condition.

(Continued on Page 112)

Success is a family venture

FRANK C. JACOBS, JR., Instructor of Veterans Training, Palmyra, Washington

DEAN WOOD had never farmed. His wife, Pat, though young and healthy, wasn't accustomed to the long hours of hard work required by farming, and the Veterans Administration had ruled Dean 80 per cent disabled. So it was either the height of courage or misadventure that occasioned Dean and Pat to accept, from his mother, the use of a small home and acreage until the couple got otherwise settled. The decision entailed stockpiling the poultry known to be there that would make some income.

With a small boy to feed and another child on the way, an income is rather nice to have. Winning of all kinds of job opportunities available, the months rolled by and Dean had found themselves in the chicken business.

In 1945 and 1946 a shortage of railroad grain away to the North West. The price of poultry dropped as buying drugs were marketed for meat. Dean wasn't the only poultryman in the area but the discount was no less severe for being established by the government. The discount was huge. Enough to discourage many people from farming. Dean and Pat's location and enterprises.

Help Through Program for Farm Veterans

The Woods realized the advantages of participating in the Vets Aid program. That was a way to supplement Dean's ability to live with her own and between the book and the board to be in profit. In May of 1947, and Institutional Ov Farm Training program was started as part of the already established dolly farm and Dean became a charter member.

(Continued on Page 112)
Factors affecting the progress of veterans

J. C. AHERTON, Teacher Education, University of Arkansas

The annual report of the progress of veteran students enrolled in vocational training programs in Arkansas during the past year and that they constructed on their farms in 1954-55, revealing a value of $24,820. Nearly three thousand veterans became farm owners during the year. These and numerous other data indicate that much progress has been made toward establishment in farming. That a portion of the veterans have not become farmers, however, is evidenced by the report that 180, or approximately twenty per cent, of the 900,000 veterans in Arkansas in 1954-55, completed three or more crops of grain while working during the veteran year, and that they constructed on their farms 11,692 acres, revealing a value of $412,433. Nearly three thousand veterans became farm owners during the year.

Differences in Progress

This raises the question of why certain veterans have made commendable progress in becoming farmers while others have not? And what are the factors which influence this progress? Some of these factors were: a list of 43 factors which affect veteran students' progress. Then through a series of group meetings with the 43 teachers of veterans enrolled in Institutional On-Farm Training were interviewed and their views secured concerning factors which affect the progress of each group. Each teacher was asked to select two items from the list of 43 which he believed most greatly influenced the veterans' progress. As might be expected, there was considerable variation in the opinions of these teachers on veteran students. On one factor there was near unanimity of opinion. Eighty-eight per cent of the veteran students listed, "financial ownership of farm" as one of the ten factors which most affect veterans' progress. Although the information is not available, it would be of interest to know what portion of these veterans in Arkansas who are even working farms and who have completed their entitlement are not now farming. There are six other factors which indicated a high degree of interest of the teachers believed had considerable influence upon the veteran's progress in his farming program. These are:

- Ambition, enthusiasm and interest of the veteran
- Having a job
- Desire to be a successful farmer
- Use of new and approved practices
- Education of the trainee
- Productivity of the veteran's farm

It is my opinion that ambition, enthusiasm and interest of the veteran and "desire to be a successful farmer" might have been combined; however, the group of teachers who helped formulate the factors believed that they should remain separate.

Eighty veterans enrolled in Institutional On-Farm Training located in various parts of Arkansas were also asked to respond to the same check list. In most instances their views concur with those of the teachers. There are noticeable differences, however. Factors which over 40 per cent of the veterans believe greatly influence their progress in farming are:

- Desire to be a successful farmer
- Health of veteran
- Ambition, enthusiasm, and interest of the veteran
- Use of new and approved practices
- Having a job

The instructors and the veterans agreed upon five factors which they believe greatly affect the veteran's progress in farming. Much attention must be given these factors as plans and policies are made for the remainder of the veteran's program and as these plans and policies are implemented at various locations within the state, it seems logical that these same factors should receive considerable consideration in the development of plans and programs for our other adult farmers also.

W. R. (Bill) Felson, 41, assistant state supervisor of veterans in Oklahoma and widely known livestock judge andauthor, died in a Stillwater hospital June 28 following a heart attack.

Felson suffered a severe attack while attending the International Livestock Exposition last November and spent six weeks in a Chicago hospital.

Felson had been connected with vocational agriculture in Oklahoma since 1938 and had been a district supervisor for the last 15 years. He became assistant state supervisor in 1946.

He held B.S. and M.S. degrees in animal husbandry from Oklahoma A & M College and was on the staff of Ross Teachers College at Ames, Iowa, before coming back to Oklahoma.

W. R. Felson

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**Integrated instruction in vocational agriculture**

**WALLACE H. ELLIOTT, Teacher Education, University of Nebraska**

**PAPER**

This paper was presented at a recent session of the Nebraska Educational Association of Teachers. The topic was "Integrated Programs in Vocational Agriculture in the 1950s." The main points included the importance of integrating agriculture education with other subjects to better prepare students for various careers in agriculture. The paper also discussed the benefits of cooperative learning and team teaching in vocational agriculture classes.

**Summary**

- **Introduction:** The importance of integrating agriculture education with other subjects to better prepare students for various careers in agriculture.
- **Main Points:**
  1. The need for integrated instruction in vocational agriculture to address the changing requirements of the agricultural industry.
  2. The benefits of cooperative learning and team teaching in vocational agriculture classes.
- **Conclusion:** The benefits of integrating agriculture education with other subjects to better prepare students for various careers in agriculture.

**References:**

- (*) indicates that the reference is not available in the digital format.
More than improved practices

DONALD MEARS, Teacher, Willow, Nebraska

WE OFTEN speak of our objectives as being the very foundation of our educational system. But if we go further to the goal of establishing in farming what that foundation is, we find that objective of desirable changes in behavior be reached those ideals, interests, and interests which will be the basis for im-

Did you ever make a visit to a farm family to observe how their older and six-year-old children were playing on the farm? Or did you see what kind of food was served while the mother was un-

You can clearly state that your farming business is running the only way a farm can run without gas—downhill. Did you ever stop at a farmstead to talk with a neighbor who resides near-

Our program recognizes a growing need for future farm leaders. Since we are more interested in adult education, and our feeling is that more and more people who live in rural areas will be interested in our program, we will build our pro-

Some of those experiences on farms are good and some are bad. They are good because they are educational and we have be-

There will be the second year that the vocational agriculture department has been in operation. Some of those experiences on farms are good and some are bad. They are good because they are educational and we have be-

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What I expect of a vocational agriculture program

VINCENT W. MILLER, Superintendent of Schools, Paducah, Texas

A SCHOOL administrator must be prepared at all times to evaluate the programs which are being offered in his school. At present I make informal use of the following items in planning my program of instruction in vocational agri-

The teacher of vocational agricul-

Parents are the links that make the chain strong or weak, depending upon their attitude and approach. Their influence upon their children is an effect that our society places upon us. The interest and confidence are inseparable.

If you are going to teach your children about new things, you must have at least
done as he has always done in the

A chapter’s program of work will be based on the recommendations for leadership

The following statement indicates the need for vocational agricultural education programs which will carry on a "sustained" program of work. These programs will have a three-year cycle, which will

4. Although a program of instruction in vocational agriculture must be carried on primarily with technical and skills in production and man-

5. The program of instruction in vocational agriculture must be such as to attract the interest of agricultural producers and the leaders of the community. Men who are interested in the worthwhile of the community should be given an opportunity to take part in the pro-

Why an advisory council

DONALD J. GIRD, Student, Louisiana State University

Until recently we in Agricultural Education and the State University and Agricultural Extension Service have been rather skeptical about this phase of our train-

The purpose of an advisory council is to have a voice in the development and direction of the program. The council should include representatives of the community, should be given an opportunity to assist in the pro-

In addition to the above interests, it is desirable that an advisory council be composed of persons who can give tax time and interest in future leaders.

We are interested in knowing which of our advisory council will be just average men who should be interested in contributing their best in aiding me and my students. I feel that our program of instruction in which men in preparing educational programs that can be effective, and adult farmer classes will be a pleasure.

I realize that these men are going to be busy men, therefore, I will do some part of the work in a similar manner to that I have in the past. I will keep a close watch on the activities of the council and feel that it is important that I keep a close watch on the activities of the council and feel that it is important that I keep in touch with the council.

A NATIONAL BUILDERS

Not only can only men make a nation, but they must. Men, who, for truth and honor's sake, will not be made the slaves of the strong. Brave men, who work while others sleep.

They build a nation's pillars deep and lift their value.
A. V. A. Convention

Wednesday, November 28, 9:00 A.M.-12:00 A.M.

COCOMBINED AGRICULTURAL EDUCATION GROUPS


Secretary: Joe Kamens, President, Minnesota Vocational Agricultural Teachers' Association, Minneapolis, Minn.

The meeting will develop an Adequate Program of Vocational Education in the following subject fields:

Agriculture-M. D. Mobley, President, California Association, Inc., Washington, D.C.


Developing a Community Program for Vocational Agriculture-Walter L. Heim, Superintendent of Schools, Decorah, Iowa; Kemper Hays, County supervisor of agriculture, Ida County, Iowa; Harry Schroeder, Teacher of Vocational Agriculture, Cresco, Iowa.

Providing Facilities for Teaching Vocational Agriculture-V. J. Morford, Professor of Agricultural Engineering, Iowa State College, Ames, Iowa.

Business Session—Louis M. Sturman, A.V.A. Vice-President for Agricultural Education.

Wednesday, November 28, 12:15 P.M.—1:30 P.M.

LUNCH MEETING

State Supervisors, Teacher Trainers, and Teachers of Agriculture—Courtsey of the Great Atlantic and Pacific Tea Company (secure tickets at time of registration).

Wednesday, November 28, 2:00 P.M.—4:00 P.M.

COMBINED AGRICULTURAL EDUCATION AND HOME ECONOMICS EDUCATION GROUPS

Cooperative Action and Education to Preserve Preserves

Chairmen: Ruth Hais, State Supervisor of Household Science, Austin, Texas.


Panel Discussion: Home Life with World Horizons—Chairmen: Henry S. Brown, Chairman of Department of Home Economics, State College of Agriculture, State College, Pennsylvania; Leo T. O'Keefe, Dean, Division of Home Economics, City University of New York; George C. Burnett, National Association of Teachers of Home Economics, Detroit, Michigan.

Mississippi: G. H. Russell, Madison County, Jackson; Mrs. O. S. Hardin, Tallahatchie County, Sumrall; Mrs. M. H. West, Tippah County, Pontotoc; Miss H. L. F. Campbell, Surprising, Teacher of Home Economics, LeFlore, Mississippi.

Meet and the national farms and a national diet, a national home economics program and a national economic program.

Meeting: Vocational Agriculture and Home Economics—Chairmen: S. W. Rebbin, National Council of Teachers of Home Economics, Columbus, Ohio; D. E. Duncan, Director of Professional Agriculture, Iowa State College, Ames, Iowa; James T. Hughes, Director of Vocational Agriculture, University of Wisconsin; John Arneson, National Chairman of the Future Farmers of America.

Meeting: Vocational Agriculture and Home Economics—Chairmen: R. A. Stamm, National Chairman of the Future Farmers of America, Washington, D.C.


Advisory committees in the veterans' program in Indiana

EARL WILSON, Department of Public Instruction, Indianapolis, Indiana

Although advisory committees in connection with vocational agriculture in Indiana have been under the direction of the Indiana Vocational Educa-
tion Act of 1931, their importance today as vehicles of public participation and of practical assistance and helpfulness has been given little emphasis until recently. The increasing demand for the knowledge and skill required in the vocational agriculture field has made it necessary for advisory committees to be an integral part of any educational program for the vocational agriculture student.

The farming status of farmer-members also represents an influential status. Some of these individuals have been in farming for many years, and have built up a large reputation for themselves. Their experience and knowledge of farming is of great value to the vocational agriculture student. In addition, these individuals can serve as a valuable resource for the vocational agriculture teacher. They can provide valuable advice and guidance to the teacher in the development of the vocational agriculture program in the school where they reside.

The committee members are typically selected by the school principal or the school board. The principal or school board may appoint the committee members based on their knowledge and experience in farming. The committee members are responsible for meeting regularly to discuss the needs of the vocational agriculture program and to provide advice to the teacher.

The committee members should be from different parts of the county in order to provide a diverse perspective on the needs of the vocational agriculture program. The committee members should be willing to commit time and effort to the program, and should be able to provide valuable advice and guidance to the teacher.
Involving farmers

To put adult farmer programs on a long-time basis

BURTON W. GIESE, Teacher, Bedford, Vermont

A DULT farmer classes have been offered to local farmers for the past three years by the vocational department of the Brattleboro high school at Brattleboro, Vermont, which is located in the southern tip of Windham County. It is close to the large towns in the color of central farmers with the color of eastern farmers. Likewise it serves as a focal point for the major agricultural services in the county. Involvement has been offered in the public school system for fifteen years and the average enrollment since 1965 has been 20 all day students, 15 adult farmers and 35 volumes in the Casual Farm Training Course under the G.I. Bill.

Dairying is the major enterprise with row crops, apples, small fruits and general farming, including maple syrup production, following in order of importance.

The first classes offered to local farmers since World War II were much more interested in the local needs and opportunities for instruction in the local department and other agricultural services. A long line of courses of study was laid out and the first year by a committee of four farmers, each representing a major enterprise. The first year was a semi-annual, primary an orientation course for farmers who needed more practical information about improved practices such as milk testing, soil testing, artificial breeding, and conservation and A.C.P. records. It was found that the adult farmers really need to get all the farm carefully and in a logical order of presentation before they can be "signed up" by these services which are largely designed to help them.

The second year a committee met with the instructor and formulated plans for a series of meetings on dairy farming over dairy herd improvement by proper management.

This last year a very successful course in poultry production was conducted. A planning committee met at the last meeting and suggested for the coming year a series of sessions on eggs and chickens.

Adult classes are certainly a part of a well rounded legacy program in the secondary school. Local school administrators have welcomed them. They have visited classes and have made many helpful suggestions. The adult class enrollment kept increasing each year and this past year 18 farmers received certificates for participation and regular attendance. Of this group six had attended regularly classes for all three years. Classes are held weekly for 25 to 28 weeks during the winter months. Instruction is planned for a two hour period, with an informal discussion period for one hour at the close. Re-treadings are service with several, each time with a committee of two farmers in charge. A different committee each month because the responsibility around and the cost is small are responsible for being brought from the farm and coffee provided at the end of the class. Pardes, made up of the farmers themselves, are constantly used and after use of outside speakers for one year found to be far better discussion starters.

Though adult farmer classes are well established in many, many schools, I would still like to list some primary concerns which I have that seem to point out for success from year to year:

1. Plan work with a good school administrator to make up plans for each year.
2. Schedule at least the first two meetings for organization so that the heart of the farmers' problems and interests come into the enterprise series for that year.
3. Work out as much as one can with the farmers themselves and not outside speakers.

Father and son farmer arrangements

During 6-10 years, the recent environment of the farmer arrangements has included a mutual enterprise. The first year was a successful experience, primarily an orientation course for farmers who needed more practical information about improved practices such as milk testing, soil testing, artificial breeding, and conservation and A.C.P. records. It was found that the adult farmers really need to get all the farm carefully and in a logical order of presentation before they can be "signed up" by these services which are largely designed to help them.

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Father and son farmer arrangements

(Coordinated from Page 69)

13. In some cases, adequate housing for the two families will need to be provided.

14. Handling the chief to the amount of time off, and vacation time for the farm family will need to be worked out.

15. The agreement should contain a clause to indicate the method of disposal of the operations as well as the agreement of a partner who wishes to withdraw.

The agreement should provide for arbitration of any difficulties which cannot be satisfactorily settled by mutual consent.

It is considered that observance of the above agreements is of great importance, however, merely trying to adapt a prepared agreement to individual situations is out of the question. The facts that stand in re presentation of the agreement are that they are all different. The author has prepared four types of agreement forms, however, for the convenience of those who wish to use such a form. One form is for full partnership agreement; one is for a joint partnership agreement; one is for a partnership between a father and son; one is a short form, with eight articles and blank spaces to be filled in as desired; and one form is for a rental-type agreement between father and son.

Promise yourself—to be too big for worry, too noble for anger, and too serious for fear.

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C. S. ANDERSON, Teacher Education, Pennsylvania State College

Teaching by accidents

C. S. ANDERSON, Teacher Education, Pennsylvania State College

The Agricultural Education Magazine, November, 1951

Many farm boys have long and available records for safety. This picture was taken at the farm shop at Kittanning, Pennsylvania.

DAVID R. WHIT, teacher of vocational agriculture, Clearfield, Pennsylvania, recently completed research, the results of which should be of more than passing interest to every teacher of farm shop. He conducted a statewide study of the accidents which occur in farm shops. He discovered the tools (hand and power) with which the accidents are most frequently associated, he noted all the commonly used farm shop tools as to accident hazards, and he made precautionary recommendations as to how accidents in farm shop can be reduced.

There are certain tools that are suggested for all farm shops in Pennsylvania and other states. These are the tools that are used by the experienced teachers of farm shop in the state, presenting each teacher with a handle of questions about the dangers associated with the use of each tool, and inculcating safety suggestions. Adams believes that his study will lead to farm shop accidents. No teacher was included in this study. He might be in a farm shop lesson than five years, and in the aggregate the teachers in the group

"Show, Don't Tell": The National Agricultural Show in Pennsylvania. In an article for the Journal of the State College of Agricultural Education, Pennsylvania: The Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania.

Small group instruction in wood shops given by James Poll, instructor (Akan).
Unit course in electricity

VAL THOBEN, Editor, Lane REA News, Eugene, Oregon

NINE young G.I. farmers in Lane County, Oregon—seven of them members of Lane County Electric Cooperative—have taken a much more useful and utilized, and most important, the safe and cautious approach in handling this powerful servant. They are eager to credit their new skills to eight-weeks course in electricity—"Electricity on the Farm," taught by Floyd Makinson, vo-ag instructor at Eugene High School.

"Electricity on the farm" to these young farmers is one of the most important sections of their agricultural training conducted the year around on the basis of three hours one each week.

Earl Britton leads the training program which teaches veterans how to make farming a profitable business. An ag instructor at Eugene High School, Britton also conducts the farm news program over KEBI radio in Eugene.

Floyd Makinson, Britton knew, was the man to teach electricity to these new farmers. Makinson, a member of Lane County Electric Co-op who lives in Eugene's Hyde Mill suburb, knows all the angles in the making of a vital electrician. "You get greater satisfaction than helping his students to raise electricity out of farming via electricity.

Visual aids, according to Makinson, play a big role in the course. "Every one of the harder-to-explain principles of electricity, is portrayed by visual aids prepared by vocational educational advisors, were used regularly in the weekly sessions. Through him were the principles of safety practices, identification of electric wiring, installation of equipment, wire gauging between adequate and inadequate wiring and essentials of electrical know-how.

"Chalk in hand, the blackboard ready, Makinson purports many discussions with vivid Illustrations and diagrams. A typical day period spent Makinson stressing the advantages of a central switch.

"If your power is dispersed in boxes of farm for any reason, such as a central switch will still make possible use of your electric light, "

"Your house for 250-watt service," Makinson advises his vet-students. "You'll use more equipment than you ever dreamed of. A small electric is a bad man in your father's office and wants his electric equipment at the house, and you find yourself without the right light.

"It's no shock of honor that the G.I. farmer will recall in months to come.

Are the G.I. farmers getting their new skills to work? It's little short of amazing what they have accomplished already—and plan to as a result of this class.

"I'm proud yourself to think only of the best, to work only for the best, and to expect only the best.

""Our 93-acre beef and dairy farm. Robert Lane has looked up an electric oven and has installed an electric water system. John Wolcott has increased egg production by installing lights and an electric water system. Another local farmer has installed hillside terraces and G. C. Britton, who has wired his house and barn and located an electric oven as yet. The effect of the class when he declared: "This was truly a rainy day class; the greatest benefit all of us was learning safety. Mr. Makinson makes G.I. farmers realize fully any one of us could work with electricity without fear—but accidents.

Advisory committees in the veterans' program in Indiana

(Covered from Page 113) ing in a result growing out of expanded use, not the cause of expanded use.

15. Determining local sources of credit. In connection with the above area was provided in the questionnaire for instructors to list, whether or not they had ever heard a need for advice in the local area, and the number of cases each year had been discussed before the group and on an individual basis with the teacher and students. Too often, a need for advice was expressed without an indication that advice had been sought, either before the group or through individual contacts. Individual discussions concerning the over-all operation of the program were included discussions during group meetings by a 2 to 1 ratio. Although much can be said for informal and informal contacts, there are many advantages to be gained from the exchange of ideas through group discussions.

Conclusion

The scope of the survey regarding the 1958 status of advisory committees in the veterans' program terminated at the point where should be noted. The present plan call for a survey to determine what can be done by making 10 advisory committees; this said to be made before debating the ultimate purposes of any advisory committee—its possible, beneficial role.

As mentioned in the introduction, advisory committees in Indiana represent a relatively new phase of activity. Although there are situations where the desires can be determined by way of the benefits of committees, the advisory committees, generally, are not considered to be the open-ended two-year period to the present date. If the present rate of progress continues, the committee gains from the veterans' program should make a valuable contribution to the total agricultural program in the state.

FINE GROVE MISSIONARY BAPTIST CHURCH

Lynn, Director of the Church Training Unit and leader of the Veteran's Group.
Financing the F.F.A. chapter

PAUL C. DUNDELMERGER, Teacher, Robinson, Pennsylvania

ONE of the areas encountered by every F.F.A. chapter is that of raising funds to finance the activities of the chapter for the year. To successfully accomplish the activities requires a very careful and complete planning of the financial affairs of the chapter. The term chapter funds are limited to the activities and interests and the limitations are also at limited. At other times too much of the money in the chapter is devoted to the raising of chapter funds coming on a period of need for the chapter. This may cause a lack of member interest and will certainly prevent a chapter from doing a maximum amount of good, or carrying its full influence in the community.

The local board of education should consider all aspects of providing a school farm very carefully before taking any financial steps. The interest groups devoted to the raising of chapter funds coming on a period of need for the chapter. This may cause a lack of member interest and will certainly prevent a chapter from doing a maximum amount of good, or carrying its full influence in the community.

The first step in the financial planning of the year’s work is the period of planning. The second step is to determine the financial needs in conflict with these various activities.

The third step is to discuss methods for providing the amount of money needed. The final raising activities should be those listed in the order of importance, but the final step must be paid attention to before the proposal. A happy and logical method must be arranged so that the activities listed are sufficient to pay for the other, or else the activities must be paid down in size. This should not be the order.

The procedures used in the first step in this study was to determine the F.F.A. chapters to see in the collection of facts used to collect the most useful data was decided. The data was collected on the chapters selected and with the exception of Pennsylvania one hundred percent of all the data was collected on the chapters selected and with the exception of Pennsylvania.

A letter was mailed to each chapter in which to facilitate the method of reducing the participation. The second letter was mailed to each chapter was informed of the purpose of the study and a copy of the letter was sent to each of the three best methods of providing chapter funds.

Dale Received

The responses of the letter was fairly well per cent of the chapters contacted and 25 per cent of the responses are included in this report. The

The main used by the various chapters varied greatly in the state and more especially from region to region.

More chapters in the mid-west and far west were not farmed and depended too much on outside money. While exhibits and sport contest are more common in the New England States, competitive activities are more numerous in the south. The agriculture of the south was revealed by the means reported. This study is to be published in a short time to harvesting maple syrup in New England and apples in the south. Some of the more numerical means reported were: Sells cattle and dairy livestock, fruits, vegetables, eggs, hogs, chickens, meat, eggs, hogs, chickens, meat, eggs, hogs, chickens, meat, eggs, hogs, chickens, meat, eggs, hogs, chickens, meat, eggs.

Survey

The means grouped into large categories in the first chart while in the second are reported in more detail. They are reported according to the number of items listed.

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Cooperative activities enable a boy to get started in rifles.\n\n**100% participation**

BOY ECC, Teacher, Hesperia, Kansas

O.B. FFA chapter has a membership of eighty-four active members with sixty-seven enrolled in vocational agricultural ability classes.

When our cooperative committee met to lay the program of work our cooperative committee met to lay out the plan for 1949-50, the cooperation was made to encourage each member to plant a certain number of the chapter members to participate in at least one cooperative activity during the year. In the past very little enthusiasm was shown upon this participation, because it was thought of as an activity for purchasing feeder steers and feeder lambs from Texas and, only a few members had the required facilities to take advantage of this activity. Our committee decided to revise the program so that every member would have an opportunity to take an active part in some phase of the cooperative program and realize benefits from it economically and educationally. Using this criterion, a better understanding of cooperatives and their purposes would encourage members to use cooperatives as a tool in farm management after graduating from high school and taking up the business of farming.

Our cooperative committee is made up of three members. The chairman is usually a senior having had two years of experience on the committee. The second member is usually a junior having had one year of experience on the committee. The third member is usually a sophomore who has not had any cooperative experience and who, with the cooperation of the two members above, does not have funds to purchase gifts, but did have funds on hand.

100% participation was achieved and was accepted.

Some of the cooperatives that were carried out during the year of 1949-50 were:

1. Marketed 121 steers, 48 heifers and 20 fat lambs at the Livestock Marketing Day, St. Joseph, Mo.
2. Purchased ingredients for 4 tons of mineral and mixed it in the farm shop for distribution among members.
3. Purchased gard soil and amounted to $76.00 and distributed among members.
4. Loan committee approved applications for 15 members amounting to $3,000.00 used for purchasing livestock feeder, feeds and seeds. This money was received through the Ashcroft County Production Association.
5. Twelve pecan gifts owned by the chapter were loaned out by contrast to members who did not have funds to purchase gifts, but had funds on hand.
6. Thirty tons of triple phosphate and fifteen tons of ammonium nitrate were purchased and distributed among members.
7. Two hundred samples of seeds were tested by members for germination and fertility for farmers in the community and a charge of 50 cents per sample was made.
8. Eighty-eight calves were sacrificed for blackleg and one hundred seventy-four head of hogs were vaccinated for cholera using serum and vitamin purchased by chapter.
9. Ninety pounds of waxbarin was mixed and distributed among members. Other diseases treated included: 300 mastitis cases, 6 pounds H-2, 11 pounds sodium chloride, 15 pounds phenylamine, 40 Perlon for cutting cows with mastitis, and 9 others.
10. Thirty-two soil samples were tested for fertility, with a charge of 50 cents per sample.
11. Purchased 20 purchased Hapshouse cases for members.
12. Cooperative activities promoting other organizations and scholars.
   a. Printed and distributed leaflets at all football and basketball games, giving schedule of games and players.
   b. Had a concession stand at county fair in cooperation with the fair board for a community service.
   c. Held Parent and Son Banquet, and a Father and Son Chili Supper.
   d. Helped to promote the chapter members' fathers taking out membership in the local co-op. (Accomplished 72%.)
   e. Had a booth at county fair displaying and demonstrating soil testing, milk testing and grading, and purity test of seeds.
13. 4-H Northeast District FFA Public Speaking Contest.

Public School Retirement at the Half Century is the title of the December, 1950, Research Bulletin (Vol. XXVIII, No. 10, pp. 127-129). The teachers participating in the retirement included the following:

- E. W. Gaers, Teacher Education, University of Florida

**Recent articles in FFA work: a summary of two topics:**

1. Determining the present status of FFA members.
   - A study of 1907-1927 studies of different FFA members.
   - A study of 1951 projects of FFA members.

2. Recent projects of coworking centers.

**Present Status of Former Students**

In 1932 the Federal Board for Vocational Education, in cooperation with the Bureau of Social Research, conducted a study of the effect of the vocational education programs as measured by the occupational status of a sample of 1,152 former students. The study indicated that 74 per cent were either farming, in related occupations, or attending technical colleges. In 1927 as a similar study for the period of 1927-1927 gave similar results.

Economic conditions, world tension and the recent interest by the mechanism of farming have greatly influenced the percentage of rural boys who have become established in farming. Present studies indicate that fewer boys who have had the advantage of a good education in agriculture and the FFA, are now enrolling in farming.

In Virginia a study showed that 94% of the former students who received the State Financial Aid were engaged in agriculture and 70 per cent of the American Farmers.

In Texas a study of 201 American Farmers shows that 65% per cent of the men and 45% per cent of the women engaged in agriculture. 6% per cent are farming part-time and following occupations not related to agriculture, and 10 per cent are in college, 9 per cent of whom are still engaged in farming.

In Georgia a study of individuals who have received FFA Financial Aid shows the present occupations to be 64% per cent as Farmers and 26% per cent in other occupations.

A rather comprehensive study in Virginia shows 1952-1953 that the vocational education, covering the period of 1928 to 1938 for 2010% of the actual 1928% are actually farming and 57.6% of these are actually enrolled in agriculture. Both of the two groups are only approximately one out of five of the total population.

From all of these studies, the following conclusions may be made:

1. The percentage of ex-students who take agriculture in the high school
2. The percentage of ex-students who take agriculture in the high school
3. The percentage of ex-students who take agriculture in the high school
4. The percentage of ex-students who take agriculture in the high school
5. The percentage of ex-students who take agriculture in the high school
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8. The percentage of ex-students who take agriculture in the high school
9. The percentage of ex-students who take agriculture in the high school
10. The percentage of ex-students who take agriculture in the high school

**Future Farmers of America**

In Minnesota an attempt was made to prepare a chapter program of work based upon the aims, principles, and purposes of the FFA. Due consideration was given to the principles of general education as proposed by the N.E.A. Methods of evaluating student achievement and program progress are suggested.

In Oklahoma a questionnaire study was made to determine the following:

1. How to build a program of work
2. Methods used in financing chapter activities
3. Parent and son meetings
4. How chapter meetings were held
5. Recreational activities

**What do studies show?**

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point up applications in a particular phase. The places to be covered and the selection of chapters were planned with the A.V.A. Research Committee for Agriculture.

**Integrated instruction in vocational agriculture**

(Cont'd. from p. 111)

The integrated program is intended to prepare the student for and only adapted to the vocational phase. Unless a community has a sufficient number of farm boys whose interests are in vocational agriculture, it would be better to provide a course in general agriculture and not attempt to conduct a complete "integrated" program in vocational agriculture that has two functions:

1. To prepare the pupil to enter with greater efficiency and hopefulness the demands of the pro-agricultural vocations.
2. To meet the present and immediate agricultural needs of the community.

In the preparation in agriculture is completely "integrated" within the activities or in the specific vocational agriculture training, the teacher for individual on the farm, and instruction, and work with out-of-school groups.

**Integrated Program for Vocational Agriculture**

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When the instruction in agriculture is completely "integrated" within the activities or in the specific vocational agriculture training, the teacher for individual on the farm, and instruction, and work with out-of-school groups.

- Make a beginning and advance in farming.
- Purchase farm commodities efficiently.
- Purchase farm products advantageously.
- Conserve soil and other natural resources.
- Manage a farm business.
- Maintain a favorable environment for agriculture.

**References Cited**

Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

First Place

TESTING FOR MASTITIS

D. M. Nielsen, Teacher, Auburn, Nebraska

TREATING TO CONTROL MASTITIS

D. M. Nielsen, Teacher, Auburn, Nebraska

A VO-AG PROJECT

Photo by S. H. Greer, Wymore, Nebraska

VETERANS' CLUB FEED GRINDING PROJECT

Photo by James M. Pritchett, Blacksburg, Virginia