IT IS the duty of all, not some, to serve in the common defense of the nation; it is equally the duty of the nation to provide good conditions of life for all, not some of the youth.—American Youth Commission
A V. A. Convention, Tentative Program
San Francisco, California—December 15-18, 1940

AGRICULTURAL EDUCATION SECTION

Sunday, December 15—3:20 and 7:30 p.m.
Agriculture tour of the city of San Francisco, including Bay bridges

Monday, December 16, 1940
Fairmont Hotel, Gray Room
R. M. Stewart, New York, Chairman
9:00 a.m. Reports of regional committees.
11:00 a.m. Business session.

A. W. Smith, Arkansas, Chairman
1. Changes in A. V. A. constitution
2. Defense program
3. Other business

1:00 p.m. Program reports on Evaluation Study—L. R. Humphreys, Utah

2:45 p.m. International Trade and Agriculture—Henry V. Grady, Assistant Secretary of State, California

6:00 p.m. Meeting of Editing-Managing Board of Agricultural Education Magazine

Tuesday, December 17, 1940
9:00 a.m. Breakfast—State Supervisors of Agricultural Education
Breakfast—Two-Year Teacher-Trainers in Agricultural Education
Fairmont Hotel, Gray Room
L. R. Humphreys, Utah, Chairman
9:00 a.m. Program
1. Selection of Person to be Debriefed
2. Sherman Dickson—L. G. Howard, Missouri

2. Michigan State University—Robert S. Sutherland, Farm Manager

11:00 a.m. Co-operation between vocational agriculture teachers and the NTS in organizing and teaching part-time classes—J. W. Hall, President, Oregon State College and NTS State Administrator.

1:00 p.m. Tours to points of interest in and near San Francisco.

Wednesday, December 18, 1940
Fairmont Hotel, Gray Room
Julian R. McPhie, California, Chairman
9:00 a.m. Placement of Young Men on Farms
1. R. W. Gregory, U. S. Office of Education
2. J. H. McGee, University of California

Discussion
10:30 a.m. Address by National Defense—speaker to be selected
11:15 a.m. Business session, Fred A. Smith, Arkansas, chairman
1:00 p.m. General A. V. A. session

AGRICULTURAL EDUCATION SUB-SECTION

Sunday, December 15, 1940
San Diego as Educational Agriculture Section

Monday, December 16, 1940
9:00 a.m. Section meeting—W. W. Cole, President, California Agriculture Teachers Association, Chairman

Welcome—Dr. Walter F. Decker, California State Superintendent of Public Instruction

9:20 a.m. Presentation, followed by panel discussion: A Sound Program for Out-of-School Boys—

The Agricultural Education Magazine November, 1940
Adjustments in Farming in the Light of Present Conditions

W. I. MYERS, Professor of Agricultural Economics
Cornell University, Ithaca, New York

The past few months have been difficult for many farmers, which is to say, difficult for many farmers who are dependent on the market to sell their products. The national economy is in a state of flux, and farmers are feeling the effects of this economic climate.

Unfortunately, I do not know of any rule of thumb to guide you in this time of adversity. I can offer some suggestions, however, based on my experience in agriculture.

One important characteristic which seems to emerge from among many conflicting factors in this 20-year period of uncertainty is the influence of government in solving all problems. The situation has been so distressing that we have been forced to seek a solution other than the traditional one of finding a quick, simple cure for complex problems. This is just another example of the recurrent overestimation that man has been trying to correct in his own estimation of the world as it is.

In earlier times, our grandfathers found most of the world's farmers living in small, and buying small, and selling small, and selling small. These conditions, individual action, overworked, worry, and was depended on for the solution of all problems. Some persons think that individual effort alone will solve all problems to-day. I do not share this view.

For at least three-quarters of a century, commercial agriculture has been gradually expanding the volume of its small, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, inefficient, 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In the last few years, we have found that efforts by a single group, such as laborers, to improve their own situation often tend to improve the welfare of all. This is because the problem is not just one of economic disparity; there are also other issues at play.

In agriculture, two principal means of control over the problem of labor surplus have been used. First, the problem of labor surplus has been reduced through the use of land reform programs to provide farmers with equitable shares of land. This reduces the economic motivation for labor to migrate to the cities.

Second, the problem of labor surplus has been combat ted by the development of new agricultural technologies, such as the use of irrigation and mechanization. These technologies increase the productivity of the land, which in turn reduces the need for labor.

4. Land Use Program

The assistance in government programs has been effective in reducing the pressure on the farmers. The government is encouraging the adoption of new production methods and technologies to improve the productivity of the farmers. In this way, it is hoped that the need for labor to migrate will decrease.

5. Land Tenure

The assistance in government programs has been effective in reducing the pressure on the farmers. The government is encouraging the adoption of new production methods and technologies to improve the productivity of the farmers. In this way, it is hoped that the need for labor to migrate will decrease.
Opportunities for Teaching Agricultural Co-operation in Vocational Agriculture

C. E. RHODA, Supervising Teacher in Agriculture

Westville, Ohio

To teach a principle, repeat it to the class, then look at the class and tell them it is a principle. This may be true but it does not teach the class. What they need is an understanding of the principle. When they understand a principle, you know they have mastered it. If you teach them the principle and they understand it, you will have taught them a method of thinking. If you teach them the principle and they understand it, you will have taught them a method of doing things. If you teach them the principle and they understand it, you will have taught them a method of solving problems. If you teach them the principle and they understand it, you will have taught them a method of thinking critically.

A. The Development of Attitudes, Interests, and Abilities

There are several types of "educational outcomes" that we may strive for in our teaching. If we are successful in our teaching, we must develop in our students a reciprocity all-around approach to co-operation, and an awareness of the needs and interests of others. Without these, further effort will be wasted.

B. The Development of Understanding

To be a group of students who have strong interests, abilities, and values, and to be a group of students who have strong intentions to develop their understanding of the world around them.

C. The Development of Skills and Abilities

Finally, let us note another group of "educational outcomes" which we call "educational outcomes." These are: skills and abilities. To have our students interested in and versed in co-operation, we must not only teach them about it, but also make them want to learn about it. Therefore, if we are to make our students capable co-operators, we must equip them with such a desire.

D. The Learning of Co-operative Ability

If our students are to deal with co-operative ability in order to deal with co-operative ability, we must first understand what it means.

1. Money invested in a co-operative will be used to purchase materials and equipment, expand the business, and take care of the co-operative's expenses.

2. The profits of a co-operative will be used to finance the co-operative's operations and help to keep the co-operative running.

3. The members of the co-operative will have a voice in how the co-operative is run.

4. The co-operative will help to create jobs and increase the local economy.

D. The Developing of Understanding

In order to secure the results just mentioned, it is necessary that our students understand the co-operative's objectives and how they interrelate with each other.

E. Conclusion

In conclusion, it is important that our students understand the co-operative's objectives and how they interrelate with each other. To do this, we must teach them about co-operation and help them to understand the importance of it. If we are successful in this, we will have taught them a method of thinking critically.

Important Aspects of Market Information for Day-School Classes

CHARLES L. MARSH, Instructor, Downey, Kansas

The manager of a livestock commission firm once said, "The time you buy and the time you sell it is your biggest problem." This is the truth. The market is a complex system, and it is important to understand how it works.

A. Distribution of Profits or Earnings

1. A portion of profits should be set aside for the development of the co-operative.

2. A portion of profits should be set aside for the development of the co-operative.

3. Net profit should be used to increase the membership and the co-operative.

4. The co-operative should be encouraged to participate in co-operative promotion activities.

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Use of Graphs and Charts

Both the college and the Bureau of Agricultural Economics issue a special report each year entitled The Market Outlook, which shows the market trends in the future. It is always interesting to see how the cyclical and long-term trends, as well as the seasonal trends, are reflected in the market. One of the best places to find current livestock price information, according to instructors at Kansas State University, is the Bureau of Agricultural Economics, 10205 E. 21st St., Kansas City, Missouri. This publication contains graphs and charts that show the prices of various classes and grades of livestock in Kansas City, Kansas, and it includes a graph of the prices of major commodities at other markets.

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It Depends on the Teacher*

IVAN FAY, Teacher Education, Madison, Wisconsin

At the outset, I should like to point out that the statements of facts and figures which are used to view the problem of modern education are idealized ones, as the real teaching deserves far more credit than we have given it. But there are times when it is interesting to develop a worthwhile supervised practice program, and it is clear that the average boy believes that the teacher is more interested in his students than in himself. Our teachers have a responsibility to show him that his advice is not based on any personal bias, but is given to assist him to develop his full potential. The results of my studies in this field have indicated that our teachers are doing a great deal of valuable work, and I believe that the best way to utilize this knowledge is to develop a worthwhile supervised practice program.

Finding Boys' Opportunities

Nearly three months after school had opened last fall, I visited a small rural high school where a new teacher was beginning his work. The school was located in a rural area of the middle west and the teacher had no previous teaching experience. He had been recommended by a colleague who had taught in the same school for over ten years. The new teacher was enthusiastic and energetic, and seemed to be very interested in the students. He had planned a complete curriculum, including courses in agriculture, art, and mathematics. He had also organized a variety of extracurricular activities such as a dramatic club, a debate team, and a music club. The teacher had a great deal of enthusiasm and energy, and I believe that he is doing a fine job of teaching.

A good corn-growing area one of the best fields of corn and the boys have been interested in this field. The teacher has a good idea of what plants need to grow well, and he is very interested in teaching the boys how to care for corn. The boys have been very interested in the field, and they have been doing a good job of irrigating and fertilizing the field. The teacher has been very helpful in answering their questions, and he has been very patient in working with them. The boys have been very interested in the field, and they have been doing a good job of irrigating and fertilizing the field. The teacher has been very helpful in answering their questions, and he has been very patient in working with them.

In Wisconsin in recent years, great progress has been made in raising the standards of teaching. The number of claims from farmers has increased, and the number of claims from teachers has increased. This has led to more interest in the field, and the boys have been doing a good job of irrigating and fertilizing the field. The teacher has been very helpful in answering their questions, and he has been very patient in working with them. The boys have been very interested in the field, and they have been doing a good job of irrigating and fertilizing the field. The teacher has been very helpful in answering their questions, and he has been very patient in working with them.
How Co-operatives Function as an Outgrowth of Adult Evening-School Work

W. G. WEGAND, Teacher, Austin, Minnesota

The functional part of an adult co-operative movement in agriculture is to help provide a solution to the multiple problems of the modern farmer. This involves knowledge about agriculture, the market, and the consumer. The co-operative movement provides the necessary knowledge and the necessary tools to solve these problems. The following co-operative societies are examples of co-operative movements in various areas.

1. The Farm-Owner's Association
2. The Agricultural Credit Association
3. The Farm Improvement Association
4. The Farm Labor Association
5. The Farm Marketing Association

These societies provide an organization for the production, marketing, and management of farm products.

The Agricultural Credit Association

The Agricultural Credit Association provides financial assistance to farmers through loans at reasonable interest rates. The association also provides guidance and advice on farm management and crop production.

The Farm Improvement Association

The Farm Improvement Association is a cooperative organization that assists farmers in improving their farms through the provision of equipment, tools, and training. The association also provides guidance and advice on farm management and crop production.

The Farm Labor Association

The Farm Labor Association is a cooperative organization that assists farmers in managing their labor force. The association provides training and advice on labor management and employment practices.

The Farm Marketing Association

The Farm Marketing Association is a cooperative organization that assists farmers in marketing their products. The association provides training and advice on marketing strategies and practices.

The Co-operative Census

The Co-operative Census is an annual report of the co-operative movement in the United States. The census provides information on the number of co-operative societies, their membership, and their activities.

The Co-operative Census of 1925

The Co-operative Census of 1925 shows that the number of co-operative societies in the United States increased from 3,500 in 1920 to 5,000 in 1925. The membership of the co-operative societies also increased from 1,200,000 in 1920 to 1,500,000 in 1925. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management.

The Co-operative Census of 1930

The Co-operative Census of 1930 shows that the number of co-operative societies in the United States increased from 5,000 in 1925 to 6,500 in 1930. The membership of the co-operative societies also increased from 1,500,000 in 1925 to 2,000,000 in 1930. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1935

The Co-operative Census of 1935 shows that the number of co-operative societies in the United States increased from 6,500 in 1930 to 8,000 in 1935. The membership of the co-operative societies also increased from 2,000,000 in 1930 to 2,500,000 in 1935. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1940

The Co-operative Census of 1940 shows that the number of co-operative societies in the United States increased from 8,000 in 1935 to 10,000 in 1940. The membership of the co-operative societies also increased from 2,500,000 in 1935 to 3,000,000 in 1940. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1945

The Co-operative Census of 1945 shows that the number of co-operative societies in the United States increased from 10,000 in 1940 to 12,000 in 1945. The membership of the co-operative societies also increased from 3,000,000 in 1940 to 3,500,000 in 1945. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1950

The Co-operative Census of 1950 shows that the number of co-operative societies in the United States increased from 12,000 in 1945 to 14,000 in 1950. The membership of the co-operative societies also increased from 3,500,000 in 1945 to 4,000,000 in 1950. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1955

The Co-operative Census of 1955 shows that the number of co-operative societies in the United States increased from 14,000 in 1950 to 16,000 in 1955. The membership of the co-operative societies also increased from 4,000,000 in 1950 to 4,500,000 in 1955. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1960

The Co-operative Census of 1960 shows that the number of co-operative societies in the United States increased from 16,000 in 1955 to 18,000 in 1960. The membership of the co-operative societies also increased from 4,500,000 in 1955 to 5,000,000 in 1960. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1965

The Co-operative Census of 1965 shows that the number of co-operative societies in the United States increased from 18,000 in 1960 to 20,000 in 1965. The membership of the co-operative societies also increased from 5,000,000 in 1960 to 6,000,000 in 1965. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1970

The Co-operative Census of 1970 shows that the number of co-operative societies in the United States increased from 20,000 in 1965 to 22,000 in 1970. The membership of the co-operative societies also increased from 6,000,000 in 1965 to 7,000,000 in 1970. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1975

The Co-operative Census of 1975 shows that the number of co-operative societies in the United States increased from 22,000 in 1970 to 24,000 in 1975. The membership of the co-operative societies also increased from 7,000,000 in 1970 to 8,000,000 in 1975. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.

The Co-operative Census of 1980

The Co-operative Census of 1980 shows that the number of co-operative societies in the United States increased from 24,000 in 1975 to 26,000 in 1980. The membership of the co-operative societies also increased from 8,000,000 in 1975 to 9,000,000 in 1980. The census also shows that the co-operative societies were involved in a wide range of activities, including marketing, credit, and labor management. However, the census also shows that the co-operative societies were facing challenges, including the economic depression of the 1930s, which resulted in a decrease in membership and activities.
Significant Factors in the Development of a Long-Term Supervised Farm Practice Program

B. L. B. BEECH, Teacher, Branson Mills, West Virginia

The purpose of this study was to determine the factors which will influence the development of vocational agriculture programs in Ohio's select high schools. Vocational agriculture programs in a long-term supervised farm practice program were studied in nineteen high schools in varying degrees by the students benefited from the program, and the investigation centered around Ohio's high schools that were included in the study. All of the high schools that were included in the study had teachers who were Ohio's high school agriculture instructors. The study included the following high school agriculture programs in Ohio's high schools: 1. The Long-Term Supervised Farm Practice Program. 2. The Vocational Agriculture Association (VAA) program. 3. The Vocational Agriculture Leadership Program (VALP) program. 4. The Vocational Agriculture Leadership Program (VALP) program. 5. The Vocational Agriculture Leadership Program (VALP) program.

Follow-up Study of Former Students

RUSSEL M. ADAMS, Supervising Teacher in Agriculture, Corvallis, Oregon

What is your reaction, as teacher, to the report on a recent study of former students? Do you think that the results of the study are in touch with and consistent with the need to have a strong agriculture course in agriculture? Do you think that we should look at such an effect as an additional burden, or do you think that it is a good idea? Do you think that the work of a teacher of vocational agriculture is important?

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The amended text reads: "The Long-Term Supervised Farm Practice Program. The Vocational Agriculture Association (VAA) program. The Vocational Agriculture Leadership Program (VALP) program. The Vocational Agriculture Leadership Program (VALP) program. The Vocational Agriculture Leadership Program (VALP) program."
Co-operative Activities in Iowa

F. A. Chapter*

C. E. Bundy, Supervising Teacher in Agriculture, Iowa Falls, Iowa

No period of the year is more advantageous for the wild and natural foods incident to the raising of good breeding stock. The objective of a fair organization is to sell livestock at as high a price as possible within the community and to a maximum extent of sales in a department of the fair.

The chapter decided that the fair was an excellent way to achieve this goal, and in order to make this happen, the committee was formed. The committee consists of 12 members who are responsible for the organization of the fair.

The fair was held in early November, and the proceeds were used to support the organization of the fair. The proceeds from the fair were used to support the organization of the fair.

Food Purchased Co-operatively

Each of the members of the organization purchased their food co-operatively. The organization purchased their food in large quantities, which allowed them to purchase at a lower cost. The organization purchased their food in large quantities, which allowed them to purchase at a lower cost.

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Financing the F. A. A.

IVAN JEFF, Advisor
Stamping Ground, Kentucky

Today, as always, financing is a major concern. The primary source of funds is always a concern. The primary source of funds is always a concern.

The members of the organization must consider the cost of financing the fair, and they must consider the cost of financing the fair, and they must consider the cost of financing the fair.

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**VOCATIONAL AGRICULTURE EDUCATION DIRECTORY**

**OFFICE OF EDUCATION, WASHINGTON, D. C.**

**J. C. Wright—Assistant Commissioner of Education for Vocational Education, U. S. Department of Agriculture.**

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*November, 1940*