The
AGRICULTURAL
EDUCATION
Magazine

V—vanquish the Japs
L—lose our freedom
C—condemn our efforts
T—kick nothing of sacrifice
O—organize a reserve
R—remember Pearl Harbor
Y—young America, let's go forward
The Agricultural Education Magazine

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The Challenge to Agricultural Education

Agricultural education is being put to the test in this time of crisis. Those institutions and agencies that have no contribution to make to our social and economic betterment have no right to exist. Society has no obligation to encourage and support these agencies, and institutions which make little or no contributions to our social goals.

Agricultural education must continually reexamine its place and function in society and adjust its pro-

grams of activities to make significant contributions to national goals. We must continue to ask ourselves the question, "What should vocational education in agriculture contribute to the solution of problems faced by our people? What programs of activities will contribute to the solution of these pressing problems?"

The one great problem facing the nation today is that of winning the war. Farm people have an important part to play in this undertaking. Agricultural education's part is that of helping the farmer to make his contribution in an intelligent and efficient manner. Its programs of activities must be di-

rected toward this goal. There are in our judgment at least four spe-

cific things that that type of education should do.

First, it must stimulate the farm people to recognize the seriousness of the situation and to discover the place of the farm in the national plan and program for victory. This is no easy task. Farmers have been told for more than twelve years that the low prices and low farm income are largely the results of overproduction and oversupply of agricultural commodities. They have been told that we have great airplanes of all im-

portant agricultural commodities, that our ships are burdened with millions of bushels of grain, our storehouses of corn, full and running over, hogs, beef, and dairy products stored in great quantities. Only the farmer sees an important agricul-
tural leader told the American farmers that we have accumu-

lated such tremendous surpluses of agricultural commodities in our River Normal Granary that we can feed our people and take care of America's needs for a long time. The American farmer has been taught for years that there would be no need for agricultural expansion during a war crisis. He has come to believe what he has been taught.

Now war has come and we are beginning to tell these same farmers that there is an urgent need for tremendous increases in agricultural commodities, especially in potatoes, soy beans, vegetables, beef, poultry, poultry products, pork and dairy products.

Agricultural education must help the American farmer to understand this sudden change in need as it relates to agricultural production. He must be reminded that instead of overproducing in terms of feeding 150,000,000 Americans, we must plan to feed millions of starving, hungry, lighting British, Russian, and Chinese. The fighting forces of our Allies as well as many mil-

lion civilians must be fed if they are to remain our Allies and help to fight our enemies.

We MAY rest assured that the American farmer will be anxious to do whatever he can in this crisis when he under-

stands the situation. He will produce whatever he recognizes as the need for producing. Agricultural education must accept as its responsibility helping the farmer to understand these needs.

The second major problem facing agricultural education is that of helping farm families to discover the place of their farms in that program for victory. The farmer must make intel-
ligent choices about the many problems involved in planning his farm program for the next 5 years and for the duration. He must plan wisely for each acre of land and each head of livestock. We must help the farmer to plan in terms of social and military needs instead of on the basis of economic data and personal needs.

When the farmer has discovered his place in this program for victory and has won his war, it is understood that each agricultural education must then help him to formulate specific plans of action to get the job done. It may be planning a new enterprise, enlarging an old enterprise, or it may be making those already on the farm more efficient. In every part of the

Vocational Education Loses a Leader

CARL A. BELL, Director of Vocational Education for the State of Illinois, passed away in Lincoln, Illinois, on Thursday, February 12, 1947. His out-
stand ing qualities and contributions which he made will be warmly remembered by the many friends and colleagues with whom he worked.

Mr. Bell had been a successful teacher of vocational education in Illinois, and at Fisher and Pontiac in Illinois, before joining the staff of the Board for Vocational Education in 1933 as a supervisor of vocational education. In 1937 he was appointed Director of Vocational Education. At the time of his death he was President of the National Association of Directors of Vocational Education.

Under Mr. Bell's aggressive and skillful leadership, voca-

dional education in the Illinois Public Schools has developed along consistently sound lines, based on a realistic philosophy which was one of his notable personal characteristics. The period during which he directed the various activities of his department shows a marked growth in all fields of vocational education, including Agriculture, Distributive Education, Homemaking, and Trade and Industry.

In the passing of Carl Bell, Illinois and all vocational educators have lost a leader of rare ability. His pleasant personality was combined with an admirable firmness of conviction and consistent fairness in dealing with others. His unsparred friends, his loyal co-workers, and all with whom he has been associated in professional relationships will miss him im-

measurably the years to come.

Subscription Time Approaches

The rating of the states in subscriptions to our magazine follows, as reported by the business manager at the A. V. A. convention last month. A state is rated 100 percent when the number of paid subscriptions is equal to 100 percent of the number of all-day white teachers employed.

<table>
<thead>
<tr>
<th>State</th>
<th>Paying</th>
<th>Number of Teachers Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vermont</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>New York</td>
<td>95</td>
<td>110</td>
</tr>
<tr>
<td>Maine</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>North Dakota</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>North Carolina</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>South Carolina</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Oregon</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Ohio</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>New Jersey</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Michigan</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Connecticut</td>
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<tr>
<td>Rhode Island</td>
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<td>California</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Arizona</td>
<td>15</td>
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</tr>
<tr>
<td>Nevada</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Utah</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Wyoming</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

During the annual conference in the summer months is the ideal time for the teachers of the state, members of the ex-

ecutive board, and the agricultural teachers, supervisors, and teacher-trainers to unite in a drive to secure subscriptions. The easiest way to motivate all teachers at the annual conference is when the annual dues are collected. In particular, this request is effective in the early stages of the year. It is more feasible to motivate the supervisors in the states affected, and urge that you come to the support of the magazine this year generously and thus increase your state's rating in the 100 percent class. For this, any sincere thanks.

W. F. S.
How Teachers of Vocational Agriculture Can Contribute to War and Post-War Planning

OSCAR R. LeBEAU, Associate Agricultural Economist, Bureau of Agricultural Economics

What can we do to help? This was the question recently addressed by the Agricultural Extension Service of the American Vocational Agriculture Teachers Association in its annual convention meeting. The discussion topic was: "Planning for De-

What is Co-operative Agricultural Planning?

Co-operative agricultural planning, formerly called land use planning, was adopted by 65,000 local units as a part of a broad educational effort to develop a well-rounded farmer, efficient and adaptable to the changing needs of the farm and modern agricultural planning in its present form began in 1943.

The major objectives of this planning effort are: (1) to achieve better co-ordination and co-cooperation of all agricultural programs as they are administered in the local community; (2) to clarify and improve the work of the various agencies, including the State and local lenders; (3) to find other sources of financial assistance for the efficient use of agricultural programs to better serve the local agricultural community.

The results of this planning effort are: (1) a better understanding of rural problems and more effective programs; (2) better use of the cooperative education-agricultural planning. Included are: a systematic inventory of the program; and (3) improving the service to the community by encouraging greater understanding and participation in the planning community.

How Vocational Teachers Can Contribute to Effective Planning

Experience shows that vocational teachers can participate in this program in at least three major ways. These are the three primary ways in which vocational teachers can contribute to effective planning:

1. By disseminating useful agricultural information. Teachers can contribute to this program by disseminating agricultural information to students and community leaders. The following teachers can contribute:

A. Vocational teachers, who have knowledge of agricultural problems and can disseminate agricultural information to students and community leaders.

2. By discussing and using relevant facts in positioning. Teachers can contribute to this program by discussing and using relevant facts in planning. The following teachers can contribute:

B. Vocational teachers, who have knowledge of agricultural problems and can disseminate agricultural information to students and community leaders.

3. By working in cooperation with local agricultural planning committees. Teachers can contribute to this program by working in cooperation with local agricultural planning committees. The following teachers can contribute:

C. Vocational teachers, who have knowledge of agricultural problems and can disseminate agricultural information to students and community leaders.

The American Vocational Agriculture Teachers Association has made it clear that the role of the vocational teacher is crucial in this planning process. The teachers are urged to participate actively in this program to help ensure the success of the planning efforts.

Suggested Steps for Relating Vocational Education and Planning

1. Attending the State Director of Vocational Education, or his representative, the meeting of the State Agricultural Planning Committee.

2. Collaborating with the State Agricultural Planning Committee of the State Director of Vocational Education regarding the planning of the program and the public schools. This includes attendance at the meeting of the State Director of Vocational Education, or his representative, the meeting of the State Agricultural Planning Committee.

3. County level:

A. Membership of an active- ative of the public schools on each county planning committee. The public schools shall be represented by a representative selected by the principal of the school and the teacher in the planning committee.

4. General action plan for the public schools:

a) The principal of each school shall be responsible for selecting a representative from the school to serve on the planning committee. The representative shall be selected by the principal of the school and the teacher in the planning committee.

b) The planning committee shall meet at least once a month.

5. The planning activities of the public schools:

a) The planning committee shall meet at least once a month.

b) The planning activities of the public schools shall be reported to the planning committee at each meeting.

6. The planning activities of the public schools:

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Underconsumption of Knowledge and Skills

M. C. sharing examples of her teaching experiences at the Ohio State University.

The Ohio State University

In life we come across the estimates rather promptly and “let it go at that.” Also, after the estimates are made, the quickness with which we are able to come to a decision is an indication of the true estimate. There is no particular improvement in the ability to estimate when the practice is carried on, for example, as the teacher and his students become more practiced in their ability to make the weight of an animal in the field or the height of a tree when there is no opportunity to get the correct answers. Of course, the teacher’s judgment is dependable, his estimate may be accepted as “right” in least of standard measurements and rules of the game. I do not object to it as a device for maintaining discipline, but it is not the best way of estimating because it is an estimate of the teacher’s estimates. Good educational procedure must be based on the actual measurement of the object or event, not on estimates.

Some Suggestions

Ways and means of solving this very difficult problem are available. Follow are some general conclusions stated by the teachers who have dealt with the problem:

1. Estimation problems are particularly important under certain circumstances.
2. Estimation problems are particularly important in the teaching of vocational education.
3. Estimation problems are particularly important in the teaching of social studies.
4. Estimation problems are particularly important in the teaching of mathematics.

The significance of these conclusions lies in the fact that they indicate the direction in which the teacher should go in order to improve his estimation ability. The teacher should devise some way of measuring the object or event that he wishes to estimate. He should then measure the object or event and make an estimation of the result. This estimation should be checked against the actual measurement of the object or event, and if it is not as accurate as the actual measurement, the teacher should try to improve his estimation ability by making better estimates. This process should be repeated until the teacher has developed a good estimation ability.

The next step is to use the teacher’s estimation ability to improve the students’ estimation ability. The teacher should give the students some estimation problems and have them estimate the results. The teacher should then check the students’ estimates against the actual measurements and provide them with feedback on their estimation ability. This process should be repeated until the students have developed a good estimation ability.

The final step is to use the students’ estimation ability to improve the teacher’s estimation ability. The students should be given some estimation problems and have them estimate the results. The students should then check the teacher’s estimation against the actual measurements and provide him with feedback on his estimation ability. This process should be repeated until the teacher has developed a good estimation ability.
Supervised Practice

Planning Supervised Farming Activities

C. L. ANGER

There is an abundance of economic opportunities for students who are interested in gathering college farms across the United States, and by the U.S. Department of Agriculture, which shows that there are degrees of success for students, and there are differences in the abilities to provide the necessary infrastructure. Such information may be particularly useful in developing strategies for practical all types of farming and for most of the students. By studying such information, a student will know how much more successful some farmers are than others and what the reasons are for such variations. While the income of a larger number of students, he will be able to tell the average farmer in this region, the average farmer in this region, and the average farmer in the same area.

The student sees that a certain percentage improvement in possible sales, is taken on place on some of the form of the commodity in the market, and that makes some specific improvements in his own operations. For example, if the farmer increases his worktime, is it of importance, in order to make the main problem of which is the subject of the activity, but also the main purpose of which is the subject of the activity, but also the main purpose of the subject.

Setting Up Objectives

A typical beginning student in vocational agriculture is concerned about all the constraints that he or she has to deal with in his work environment. His major concern is his intention to desire and desire for improving his farm's financial conditions, but he will also be interested in what can be done in the beginning stage of his farm. When the student is in a position to make decisions that are important to the student, he or she will have a better understanding of how situations and constraints can be handled. Such information is better if presented in a way that is easy to understand and that is not overwhelming.

Applying the principles of budget and planning is a process that is based on a series of steps that are taken in planning and that is designed to lead to the development of the ultimate plan. Unfortunately, much of our economic information, which should be helpful in planning a farming operation, is written in such a way that the student may lose the interest and understanding of the planning activity. During my experience, however, I have been shown that practical examples of planning a farming operation require much more of the students who are involved in developing their own planning. In this way, most students have limited planning ability of the students that are involved in developing their own planning. It would be helpful for the students to have some training in working on their own farm in planning and in understanding the importance of planning and the necessity of planning.

After approved plans have been developed, students should be prepared to take on the responsibility of planning and to assume the necessary financial responsibilities for the operation. Therefore, the student should be prepared to assume responsibility for the operation and to assume the necessary financial responsibilities for the operation.

Financing Projects

About this time the Production Credit Association, which operates over the entire country, starts to make loans to vocational agriculture students. This enabled the students to get help in the development of the plan and to get help in the development of the plan and to get help in the development of the plan. It is important that the students be given a chance to make decisions that will affect their future planning and that they will have an opportunity to be involved in the planning process and to be involved in the planning process and to be involved in the planning process.

Examples

John and Tootie Coleman, brothers, finished high school in 1952. They were received their diploma and paid cash for it while making many improvements on the farm. Under the law and family were two of our best leaders in our farming community.

We could conclude with examples after examples of how successful the plan has done for our boys. Today, when a new crop is going into the field and the young men are using the new machines, and paid cash for it while making many improvements on the farm, they believe in the future of farming.

Undersupported by Knowledge and Skills

1. Minimize the amount of time to be devoted to each activity.
2. Encourage students in setting up long-time supervised farming programs based on the consideration of the local economic conditions.
3. Include in the course study only those topics that can be seen and will be incorporated into practice, rather than more time in teaching theory and practice.
4. Of course, the same as for students in planning to develop the right farming programs for their farms.
5. Set up an advisory committee for the program and develop a program that is based on a carefully prepared syllabus and community. The program committees are based on the consideration of the local economic conditions.
Turkey in Form of One of Manual Turkey Growers' Equipment Made By Member:

The discussion in J. B. McCelland's article on the impact of long-term programs on student attendance and participation in agriculture programs is insightful. The author highlights the importance of long-term commitment to agricultural education, emphasizing the need for sustained engagement to achieve meaningful outcomes.

The key points from the article include:

1. **Importance of Long-term Commitment:** The article stresses the value of long-term programs in agricultural education, arguing that sustained engagement is crucial for achieving meaningful outcomes.

2. **Student Attendance and Participation:** The author discusses the challenges and strategies for increasing student attendance and participation in agricultural programs, emphasizing the need for proactive and innovative approaches.

3. **Educational Outcomes:** The article highlights the importance of measuring educational outcomes and the role of long-term programs in developing a comprehensive understanding of agricultural education effectiveness.

4. **Professional Development:** The discussion includes the importance of professional development opportunities for agricultural educators, indicating the need for ongoing training and support to address the evolving landscape of agricultural education.

5. **Community Collaboration:** The author underscores the significance of community collaboration in agricultural education, highlighting the need for partnerships and collaborative efforts to achieve lasting impact.

Overall, the article provides valuable insights into the role and impact of long-term programs in agricultural education, emphasizing the importance of sustained commitment, proactive strategies, and community collaboration for achieving meaningful outcomes in the field of agriculture.
Developing a Successful Farm-School Program

THOMAS E. MAHONEY, Teacher, Rupert, Idaho

M A K I N G suggestions to the teacher or prospective teacher of vocational agricultural education is something the writer feels that the teacher finds it increasingly interesting to do. It is felt that the present article will cover some of the broad principles that are found in the high school guidance of today. The problem of these two is being at least at the present time.

Equipment

Another important factor is the facilities with which the teacher has to work. The shop must be large enough to permit of the teaching of the largest job on which the boys will want to work. It is impossible to build hay sheds, feeders, trashers, or small scale farm machinery if there is not enough space in which the boys can work. A floor space of 2400 square feet is not too much for a department of 60 to 80 high school boys and the part-time and adult classes. All equipment must be of the type that is currently used in the farm community. Large classes need large equipment.

A very important suggestion is the use of a local timber instead of a local wood. The only way to make the boys feel that they are working in a local shop is to use the local timber from their own area. The boys will then feel that they are working on a local shop and will be more interested in doing the work.

Organizing the Shop Program

Organization is another problem that each teacher must work out for himself. It is essential to adopt a system of organization and make it function. Also, the position becomes a necessity, not a matter of opinion. One of the main difficulties in setting up a program is the lack of standardization of the program in the various schools. This is due to the fact that the programs are not standardized, and there is no central authority to standardize them. The programs are left to the discretion of the teacher, and there is no central authority to provide a standard program. The programs are also not standardized in the sense that they are not standardized in terms of the amount of time that is spent on each subject. The programs are left to the discretion of the teacher, and there is no central authority to provide a standard program. The programs are also not standardized in the sense that they are not standardized in terms of the amount of time that is spent on each subject.
What Becomes of Graduates in Agricultural Education?

OLIVE A. SALEM, Research Assistant, Virginia Polytechnic Institute, Blacksburg, Virginia

TEACHERS of vocational agriculture have been trained at Virginia Polytechnic Institute since 1918. During the period 1924-1940, there were approximately 452 graduates of whom a large percentage have been qualified to teach agriculture by studying in the Department of Vocational Education. From an average of nine graduates per year for the first five years, the number of men graduated has increased to twenty-five per year for the last five years.

What became of the men who studied to be teachers of agriculture? Have they gone into teaching and remained in teaching? Have they succeeded professionally and financially? Has the vocational education program of the state been advanced, and has the number of teachers of agriculture been increased to the increased numbers of men trained?

These and other pertinent questions have been fully answered by Dr. F. H. Pulley in a thesis presented to the department of vocational education at Virginia Polytechnic Institute. This article is based on the results of this work compiled by Pulley and supplemented by further research by the author.

Bachelors of science degrees had, on the average, been given to 12 of the men who had majored in agricultural education, and men of master's degrees to twelve of whom had already received the bachelor's degree in agriculture. This was a total of 337 men who had received a bachelor's, master's, or doctorate in agriculture education. The other men qualifying to teach agriculture included graduates of other technical colleges or from other departments of the Virginia Polytechnic Institute.

Men Trained to Teaching Fellow That Occupations

The majority of men who have studied to become teachers of vocational agriculture have been graduates of the State University of Virginia Polytechnic Institute who have majored in agriculture. This was the case in 1924-1940, when 294 of the men who received degrees in agriculture at Virginia Polytechnic Institute served as teachers of agriculture. The number of men who have majored in agriculture and majored in agriculture education is not known, but it is believed to be small.

Table 1. Tenure of 242 Vocational Agricultural Teachers in Virginia, 1924-1940

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>18</td>
</tr>
<tr>
<td>3 years</td>
<td>23</td>
</tr>
<tr>
<td>4 years</td>
<td>8</td>
</tr>
<tr>
<td>5 years</td>
<td>3</td>
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<tr>
<td>6 years</td>
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<tr>
<td>7 years</td>
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<td>8 years</td>
<td>1</td>
</tr>
<tr>
<td>9 years</td>
<td>1</td>
</tr>
<tr>
<td>10 years</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
</tr>
</tbody>
</table>

Table 2. Occupation and Income Distribution of 400 [423] Men Qualified as Vocational Teachers in Virginia, 1941-1940

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
<th>Median Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Teacher</td>
<td>262</td>
<td>60.6</td>
</tr>
<tr>
<td>Other Educators</td>
<td>42</td>
<td>28.6</td>
</tr>
<tr>
<td>County agent</td>
<td>6</td>
<td>24.5</td>
</tr>
<tr>
<td>Soil conservation</td>
<td>5</td>
<td>30.4</td>
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<tr>
<td>Farmers</td>
<td>15</td>
<td>30.0</td>
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<tr>
<td>Administration supervisor</td>
<td>11</td>
<td>24.5</td>
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<tr>
<td>County teacher</td>
<td>8</td>
<td>26.6</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>22.8</td>
</tr>
<tr>
<td>Total</td>
<td>327</td>
<td>28.6</td>
</tr>
</tbody>
</table>

The teachers of agriculture in Virginia in 1924-1941, while the number of the men who majored in agriculture education has been increased, the number of teachers has increased. This has been due to the increased number of graduates of Virginia Polytechnic Institute who have majored in agriculture education.

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Why I Want My Boy to Be a Future Farmer

RAYMOND M. CLARK, Assistant Supervisor, Michigan

I SHOULD like to express the parent’s viewpoint concerning the values and benefits of a future farmer. Notwithstanding the fact that social growth is important, I believe that the future farmer makes a valuable contribution to the improvement of our living conditions through the application of scientific and technical knowledge gained in the educational process.

A future farmer, unlike many other youth, is prepared for the responsibilities of adult life. He is educated for the responsibilities of adult life, and his knowledge and skills are transferred to his work. He is able to contribute to the well-being of society, and he is aware of the values of work and the importance of education.

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Texas F.F.A. Increases Food and Feed Projects

J. B. RUTLAND, State Advisor, Texas F.A.A.

TEXAS Future Farmers of America have planned a strong supported farm planning program for 1941-42. Uppermost in their list of activities are the need for food and feed for freedom! Projects with special attention being given to those for full and varied crops, meat and milk supplies, and canning crops, increased milk production, and canning can be produced.

The major responsibility for the accomplishment of these objectives will rest with the teachers in the 854 local chapters of the Texas Association of Vocational Farm Educators and the Texas Association of Future Farmers of America.

Many chapters have done outstanding work during the past year in the establishment of good farm practices, cooperation, and other beneficial activities. These objectives have been accomplished through group activities, live-stock shows, conservation of soil, water, and wildlife, and rural recreation, leadership, home improvement, and eradication of other. The cooperative projects and other farm projects are the heart and soul of the F.F.A. boys. They have a special interest in the National Defense Program for One-of-School Year. At the 14th National F.F.A. Convention in Kansas City, October 15-23, the American Farmer's Degree was conferred upon twenty Texas boys.

From Home Gardens on the Farm enter into our agricultural goals for 1942. We hope for an increase of about a million and a third home gardeners on the country's farms.

"A garden on every farm"—a total of 5,760,000 farm gardens is part of the National F.F.A.-Food for Freedom goals for 1942. Campaigning urges the creation of community and school gardens, but cautioning against the conversion of city back yards, parks, playgrounds, and other land unsuited for the purpose into gardens.

"Defensive gardens will be a vital part of the Food-for-Frontier program," Secretary Warked said in an address before the National F.F.A. conference last year. "The garden program will provide a large amount of food that can be preserved for the farmer's family. It will also provide a means of reducing the cost of food for the community."

Total volume of agricultural production in the United States has increased at the rate of about 1 percent a year since 1929. From 1929 to 1939 the rate of increase was 1.5 percent a year. This upward trend was followed by a relatively stable level of production to 1939, and by a sharp decline to the low which has persisted into 1941. From 1939 to 1940 agricultural production again increased by about 2 percent. The production of crops, the farm products, was the largest on record, and it is believed the record has since been exceeded. The total volume of agricultural production for all crops has increased by about 2 percent.

Production of beef cattle and livestock has followed a similar trend from 1929 to 1940, and it is believed that the production of crops has increased by about 2 percent. The total volume of agricultural production for all crops has increased by about 2 percent.

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