IT HAS now become clear that the condition necessary for an effective youth education program cannot be realized either by piecemeal tinkering with the present high-school offering, or by the establishment of parallel Federal educational systems. Nothing short of a comprehensive revision of state and local youth education programs will suffice.

—Dr. George D. Strayer
A New Highway Demanded

The service offered to scholars by the newly formed agricultural education program for the past quarter century has been seriously impaired in many areas of this country. The service has been lost in a few isolated spots especially in the northern states where the services have been aimed at a few specific needs, and in a few isolated cases. It is the desire of the planner and operator of the new program that the service be designed especially for the needs of the school. The service should be designed for children and youth, especially for those who are at risk. This is to be achieved by a thorough study of the needs of the school and the community. The service should be designed to meet the needs of the school and the community. The service should be designed to meet the needs of the school and the community.

W. H. Martin

We Are at War!

HORRIBLE words—significant! Do we comprehend what they mean? The battle we have entered is a battle of nerve-wrenching, physical, and mental action; of suffering, of deprivation, and of death. We will win, for we are invincible. Praise God! All of us are in this battle to the finish and our responsibilities are extrasensory. We have been entering every effort in this past month to acquaint the population that this country serves as a very important contributing factor in our war effort. This is a time of unprecedented need—these are the times of our lives. Streamline your methods—get better results in shorter time.

The vocational education directors, supervisors, and teachers are putting forth their best efforts. The state Agricultural Workshops is planning Food for Freedom. The agricultural education program in every state has been influenced by the efforts of this very forward-looking and courageous group of agricultural education leaders.

The farm machinery is running at maximum capacity and has grown beyond all expectations. Reports from all over the country show that it was developed at a critical time and is serving a very definite purpose in raising food in spite of the severe labor shortage which exists in many states. We can point with pride to the accomplishments of the agricultural teachers in the many ways in which they have served their communities in these trying times. It is the hope that we shall continue to do our best in those who are guiding us this way.

The United States is fast becoming the breadbasket of the world. More and more the United Nations are depending on the food and other products necessary to maintain the health of their citizens and the production of these materials so necessary to the war effort continues to grow. The need for a new highway is urgent and it is imperative that it be developed as soon as possible.
Problems in Vocational Education in Agriculture

LOUIS M. SASMAN, Supervisor of Agriculture, Madison, Wisconsin

NEVER have the problems of vocational education been more critical in our schools than they are at the present time. Never has there been more need for training in agriculture for boys in high school, and for teachers in rural schools, than there is today.

I believe that no agency is better fitted to provide this training than the school. The continuous development of this program depends largely on the extent to which we meet the problems of today.

Selective Service

One of the problems that is meeting the impact of Selective Service on vocational agriculture programs. We do not, in service to serve, want a bipartisan program for instructors in agriculture. I am quite sure it could not be served if we did the service ourselves.

I do sincerely believe that if a man is doing a good job as an instructor in agriculture, practical training in farming is essential toward the proper understanding of his subject. We have no special requirement for young men and women in agriculture, and on the other hand, have no special requirement for young men in agriculture. But, as I understand it, this is a matter of understanding the job and not just doing the job.

Establishing New Departments

A second problem which is really dependent upon the first problem of Selective Service is that of the establishment of new vocational programs in agriculture. We have a number of high schools and even one or two in other schools which combine instruction to make such departments possible. The future of agricultural education depends on the success of these programs.

Homes Garden Program

Still another phase of the vocational agriculture program requiring special attention is the development of the home garden program. Since the early days of vocational agriculture, little attention has been paid to gardening because the farm garden has had a place of very minor importance in the teaching program. Now, however, the farm garden is suddenly acquiring a new importance in the teaching program. It is going to be done by both boys and girls. Under the older heading, the teacher is responsible for the preparation of the soil, the planting of the garden, and the care of the garden. For these reasons it seems highly desirable to give more attention to gardening in each unit of vocational agriculture. It is suggested that the garden should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that it should be in season to gardens in the school, and that...
The Place of Urban Youth in the National Defense Program

R. H. HOBRE, Teacher, Otticora, Minnesota

It has frequently been stated that "food will win the war." Every student of agriculture will agree that this is true, but observations show an organization of farm production in reverse. For example, many parents of children in the Army, Navy, national defense programs of all kinds, and industry are earning wages in the 12 to 15 per cent. In fact, the farmers are doing the same thing. A partial solution to the problem is an "all-out" effort to use every available type of labor and adapt it to the best possible use. Part of the responsibility for farm labor replacement can very conveniently be handled by agricultural instruction. In all the states there are thousands of city and small town boys between the ages of 14 and 18 who could become "chore boys" of the farm. These boys could retire adults from the minor duties of the farm in order that they might do the heavier work. The writer has made many contacts with farmers through the Boone County Council and has been impressed with their problems and their solutions. It was evident that the labor problems were the greatest worry. The writer of replacing experienced farm hands with inexperienced labor was discussed and there seemed to be so much Need and interest that the report of the writer considered offering a course of study to local school boards to prepare them for "chore work" on the farm.

On the following pages is the leading question which was asked of the farmers and their comments on the questions.

Objectives of Course

1. Development of a more adequate realization of the need for the individual to society.
2. To give urban boys and young men agricultural information and form skills needed for production of agricultural products.
3. To help create and maintain cooperation between the farm and the urban population.
4. To increase the urban boy's social and recreational interests and experiences.

Prepared Program for Training Urban Youth for the Farm

Frequency and number of meetings

1. Unusual time and location
2. Class period not to constitute increase his present production of poultry, swine, and dairy products.
3. Have enough meetings to cover all farm enterprises and farm machinery.
4. Have a definite starting and closing date for the course.
5. Teacher should consider a group of key points on his program and arrange to have at least one farmer as each meeting.
6. Plan the meeting

1. All enterprise meetings to be held in agriculture room.
2. Each meeting should be held in at least one of the outbuildings of the farm.
3. Have at least two meetings on a common interest, so boys can see machines and operations in action.

Slogan of group

1. A slogan for the community, instruction, type of work needed.
2. Usually not a good policy to have extra large groups.
3. Make the group of 25 make an ideal number, add to some classes larger groups can be handled easily.
4. Endurance to enroll only people who are actively interested in the course.
5. Leaders of the group should be men who are vitally interested in the farm.
6. Will the farm program be chosen to increase the dairy, swine, and chicken programs.

Whose Statements Regarding Use of Urban Boys During Holidays

1. Yes, provided they are willing to work.
2. Would give them a pig or chicken if they would have waste interest in their work.
3. They could help with chores during school year and ride the bus.
4. They could care for the poultry and do chores.
5. Would like to have a boy to help with care.
6. Could be trusted with a tractor and horse.
7. Would they have some knowledge of the farm?
8. Would like to have the boy to help with the work.
9. Would like to have any boy with good character, no smoking wanted.
10. Would like boys to help care for the animals.
11. Would like boys to help care for the garden and do chores.
12. Would more than willing to spend time with such boys, providing they are good boys, and do chores.

References

1. Stimson and Martin.
2. The National Industrial Conference Board.
3. Common sense and judgment.
4. During the school year.
5. To spend vacation on farm.

RECOMMENDATIONS

1. Develop a more satisfying farm life for the farm home conditions, attitude toward farm life, and understanding of personal, farm, and community responsibility.
2. Farming can be at its best only when the farm family is the basis for all farm operations.
3. Young people starting out together as man and wife on a farm do not understand the relationship between husband and wife and the farm.
4. To develop abilities for co-operative and homemaking.

OBJECTIVES

1. To assume home, farm, and community responsibilities.
2. To be interested in the farm as a means of making a living.
3. To understand the interrelation of all aspects of farm life.
4. To understand the interrelation of personal, farm, and community responsibility.

Steps in Setting Up a Program

1. Arrange daily class schedule so that the program will match the farm.
2. View objectives in both fields; determine areas of work from the common and interest of the objectives. Decide what personal and farm needs will be increased by the course and the division of responsibility.

Suggestions for Planning Joint Programs

1. To assume home, farm, and community responsibilities.
2. To be interested in the farm as a means of making a living.
3. To understand the interrelation of all aspects of farm life.
4. To understand the interrelation of personal, farm, and community responsibility.

REFERENCES

1. Landscaping the Farmstead, Feeding, Feed, Ind. No. 149.
2. Building the Farmstead, Feeding, Feed, Ind. No. 149.
5. Modern Farming, Ind. No. 1749.

OBJECTIVES

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J. O. J.

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5. Modern Farming, Ind. No. 1749.

PLANNING UNIT

1. Detailed study of principal places.
2. Scale drawings of original and replanted plans.
3. Analysis of available and native shrub and trees.
4. Trees helpful in helping in drainage and shade.
5. Trees and shrubs in the town.
6. Trees and shrubs in the town.
7. Trees and shrubs in the town.
8. Trees and shrubs in the town.
Setting Up Supervised Practice Programs in Alabama

C. C. SCARBOROUGH, Director, Supervision, Auburn, Alabama

The teacher of vocational agriculture in Alabama faces a constant series of problems when he tries to get his students to the level of practicing their supervised practical programs. Many of the usual "old timers" fall to help him in his planning. Let us consider one of these factors as an example.

In order to plan for the boy to get experience in this enterprise which is common to both home farm and community, the teacher must know what type of crop to plant. This problem is faced with a perplexing situation because of the large number of crops grown on the average Alabama farm.

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Adult Evening-School Program

SAM JOSEPH, Lake City, Iowa

Adult education is a three years old in Lake City. It started from a merger between the two school districts and it was decided by the people involved in a merger and its general membership. The school is made of a number of classes, one of which is a business class where students can earn a certificate of completion.

The plan of the program is to offer courses in vocational agriculture, business, and personal development. The classes are offered during the academic year and are designed to provide students with the skills and knowledge needed to succeed in the workforce. The classes are taught by experienced instructors who have a strong background in their respective fields.

The program is open to all students who are interested in learning more about a particular area. There are no prerequisites required to enroll in a class, and students can choose to take as many courses as they wish.

Classes are offered at various times throughout the day and night, giving students flexibility in their schedules. The program also offers opportunities for students to earn college credits or a high school equivalency diploma.

The Adult Evening-School Program is designed to meet the needs of adults who are seeking to increase their knowledge and skills or to pursue new careers. It provides a supportive and caring learning environment where students can grow and develop at their own pace.

The program's goals are to provide high-quality education and training, to promote lifelong learning, and to support students in achieving their personal and professional goals.
Future Farmers Co-operate

M. T. Sait, Teacher, Palmer, Arizona

FUTURE FARMERS at Florence, Minnesota, have organized a co-operative to market the farm products. The project has been undertaken by the entire student body and is being conducted under the supervision of the school's principal.

The major undertaking of the chapter is the marketing of vegetables and other farm products. The project is being carried on by the members of the co-operative, who are engaged in the production of various crops.

The co-operative involves the operation of a local market, where the students are responsible for buying and selling the vegetables. The members are also responsible for maintaining the market and ensuring its success.

The project has proven to be a great success, with the students benefiting economically and educationally. The project not only helps the students learn about the workings of a co-operative but also teaches them valuable life skills such as teamwork, responsibility, and communication.

The Future Farmers Co-operative is an excellent example of how agricultural education can be used to teach practical skills and prepare students for real-world situations. It is a testament to the importance of experiential learning and the value of hands-on experience in education.
For the past 15 years, the work of agricultural economists and sociologists at State Farmers in Ohio has been intensely scrutinized in the preparation of the State Farmers' Report. During this period, various economic and social changes have taken place in the lives of farmers, and it is important to note that these changes have had a significant impact on the way farmers live and work.

In recent years, researchers have taken a closer look at the lives of farmers and how they are affected by changes in the economy. This has led to a greater understanding of the challenges facing farmers today and the ways in which they can be better supported.

One of the key factors that has been studied is the impact of farm size on the financial well-being of farmers. In general, larger farms tend to be more profitable than smaller farms. However, there are also some unintended consequences of farm size, such as the increased workload and stress associated with managing a larger operation.

Another area of research has been the impact of technology on farming. With the advent of new technologies, such as GPS and precision agriculture, farmers have access to more data and tools to help them make better decisions about their farming operations. However, the adoption of these technologies can be costly and time-consuming, which may be a barrier for smaller farmers.

In conclusion, the research on farming and farmers' lives is ongoing, and there is still much to learn. However, the insights gained from this work can help to inform policy decisions and support programs aimed at improving the lives of farmers.
A Program for Better Farm Living

OBJECTIVES
A. Social customs and social usage.

TEACHING UNIT

ACTIVITY
A. Table etiquette.
B. Personal conduct—eating, dressing, home, public, and social.

CLASSES
A. Articles for school papers.

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