He who would be the author of the peace of the world must begin by being a farmer—inscription on cornerstone of the Sforzesca, a building erected for agricultural purposes near Milan, Italy, 1483 A.D.
Secretary Wickard Looks to Teachers of Agriculture for Help


November 28, 1941

Dear Dr. Sandecker:

In your letter of November 21, you referred to the Food-for-Freedom Program sponsored by the Department of Agriculture.

It is my hope that the 9,000 teachers of vocational agriculture in the Nation will include this Food-for-Freedom Program in their plan of work for this year. It is not necessary for me to point out to you just how important this is in connection with our defense effort, in connection with our assistance to countries resisting aggression, and in connection with our efforts to improve the diet and health of farm people, as well as others, who are in need of increased quantities of dairy products, poultry and poultry products, pork, beef, fruits, and vegetables.

I believe the vocational teachers can render a real service to the farmers and to the Nation by assisting the farm families who are striving to increase their livestock production and to improve their feeding and management methods in milk production and pork production, as well as the production of the other commodities desired. For example, many farm people need instruction in the care and management of baby hogs if we are to get the desired increase in pork and poultry production and at the same time hold down the production costs.

T he comprehensive Program of Adult Education, in a Responsibility of the Teachers of Agriculture, Ralph W. Griswold

The various vocational units of the National Youth Administration and the Civilian Conservation Corps should be discontinued as separate agencies: that their functions be transferred to state and local educational agencies, and that the children of school age be provided with public schools, the combination setting up a policy for Federal relations to education. The specific recommendations made by the Commission follow:

1. That Federal funds for student aid should be conserved and hereafter be used only by the U. S. Office of Education, rather than to the states, for distribution to schools, colleges, and universities by the appropriate educational agencies of the several states.
2. That as soon as they have completed their present emergency assignment of training teachers for the national defense program, the National Youth Administration and the Civil Service Commission should be discontinued as separate agencies: that their functions be transferred to state and local educational agencies, and that the children of school age be provided with public schools.
3. That Federal financial and aid should be provided for state and local educational agencies, to equalize educational opportunities between the states, and to establish new educational services required to meet nationwide needs, and that this aid should be adequate to support a comprehensive effort to meet the educational needs of youth.
4. That the Federal government should supply leadership to the state and local educational agencies, thus research, conference, experimentation, demonstration, and publications, and that the government should center its educational leadership in the U. S. Office of Education.

The Boston A.V.A. Convention

If any incentive was needed for discussion on the part of agricultural education in national educational effort, it was supplied by the opening session of the American Agriculture Teachers Association.

A. P. Davidson

Why Should I Worry About It?

Why Should I Worry About It?

There is an area in the educational field. Does it concern me as a teacher of vocational agriculture? There is much to lead me to expect that the National Defense Training for non-defense purposes will be an attitude within the field wide open for vocational training.

It is already in progress. We have learned during the past year how other educational systems in other parts of the world have been activated. Many school officials who have not seen their way clear to improve their educational systems have taken a new look at their curricula and are making plans to improve them. Some of these programs are far-reaching and may lead to significant improvements in our educational systems. For example, new fields of activity have been established. Many school officials who have not seen their way clear to improve their educational systems have taken a new look at their curricula and are making plans to improve them.

How to Make a Better Farmer (1)

I am a teacher of vocational agriculture. There is much to lead me to expect that the National Defense Training for non-defense purposes will be an attitude within the field wide open for vocational training.

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If you have not seen the "National Defense Training for non-defense purposes" program in your educational system, then you have not seen the widespread and far-reaching changes that have taken place in our educational systems. These changes have included new fields of activity, new methods of teaching, new curricula, and new approaches to educational problems. These changes have resulted in an increase in the number of students enrolled in agricultural education programs, an improvement in the quality of instruction, and an increase in the effectiveness of the teaching staff.

The Agricultural Education Magazine February, 1942
The soybean is an important crop in Illinois, and its production and research have a significant impact on the state's agriculture. The soybean was first cultivated in Illinois in the 18th century, and by 1880, it was being grown on a large scale. By 1925, Illinois produced 1,475,000 bushels of soybeans, and the state productivity increased to 45,422,000 bushels in 1939, nearly 30 times the quantity produced in the United States in 1939. The soybean is a crucial component in the diet and economy of many countries, and its production and research have been a focus of agricultural science in Illinois.


eight of the future uses of the crop. The search for new uses of the soybean has been driven by the need to develop new markets and to reduce crop waste. The soybean is a versatile crop, and its use in various industries is expanding. The soybean is a valuable crop, and its production and research are important in the state's agricultural economy.

The soybean is an important crop in Illinois, and its production and research have a significant impact on the state's agriculture. The soybean was first cultivated in Illinois in the 18th century, and by 1880, it was being grown on a large scale. By 1925, Illinois produced 1,475,000 bushels of soybeans, and the state productivity increased to 45,422,000 bushels in 1939, nearly 30 times the quantity produced in the United States in 1939. The soybean is a crucial component in the diet and economy of many countries, and its production and research have been a focus of agricultural science in Illinois.

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ACTIVITIES of supervised farm practice are accepted as essential and important parts of the total program of vocational education in agriculture. In many cases, these activities are utilized and sometimes a pro-
ternal contribution to the growth and development of the student and to other types of desired outcomes.

Why Evaluate Supervised Farm Practice

Many students will associate evaluation primarily with "reporting grades," but far too often, the emphasis is still being placed on evidences from examinations and from other types of achievement tests. A valuable form of evaluation is the firsthand observation which is made in the classroom. While these techniques have a place in evaluating students, it is all too common for the classroom evaluation to be based on the student's work in the shop. The student's work in the shop may be the basis of the classroom work, but the classroom evaluation is supposed to be the basis of the student's work in the shop. The evidence obtained from this type of classroom work is considered in arriving at a grade and

A SUGGESTED PLAN FOR EVALUATING OUTCOMES OF SUPERVISED FARMING PROGRAMS IN ALL-DAY AND PART-TIME CLASSES

Objectives of Supervised Farm Practice in Terms of Outcomes

Experiences That Objectives Are Being Realized

Methods for Securing Evidence*

1. Development of a long-time program of supervised farming in which important enterprises and activities of the farm are represented. This program becomes progressively more complete as the student progresses through the program. Objectives for each level of achievement are included.

2. Approved practices and skills appropriate for the situation at hand are used.

3. Productive efficiency is attained on farm by setting realistic time periods for achieving desired results. Objectives for each level of achievement are included.

4. Improvements in farm buildings and equipment are made.

5. Records are complete and accurate for the purpose intended.

6. Outcomes are analyzed and interpreted in terms of seeds and standards that were set.

7. Comparison of activities represented in farming program with those needed for success in the type of farm work. Objectives for each level of achievement are included.

8. Improved production records and efficiency factors are secured. Objectives for each level of achievement are included.

9. Conferences with boys and parents to determine situations in which the student needs assistance. Objectives for each level of achievement are included.

10. Informal conferences between boys and teachers during supervisory visitations. Objectives for each level of achievement are included.

11. Reports to the supervisor of progress and plans for future activities. Objectives for each level of achievement are included.

12. Dean's decision to enter farming as a lifetime occupation. Objectives for each level of achievement are included.

13. Boys are willing to cooperate, as shown by the development of group projects and group projects of individual programs.

14. Definite savings, increased returns, or other results of group efforts are evident.

1. Enterprises important to farm and community are represented in farming programs.

2. Partnerships are developed with one or more enterprises. Objectives for each level of achievement are included.

3. Adapting new practices to farm conditions. Objectives for each level of achievement are included.

4. Evidence from net-cost statements and other records.

5. Check on results of which farm norms are represented in farming programs.

6. Cumulative list of approved practices adopted in the manner indicated.

7. Evidence of value of real estate improvements and activities of enterprises is increased.

8. Evidence of improvements in farm practices and activities of enterprises is increased.

9. Evidence of improvements in farm practices and activities of enterprises is increased.

10. Development of lists of improvements completed.

11. Photographic "before" and "after." Photographs show improvements in farm practices and activities of enterprises is increased.

12. Check on whether farm norms are represented in farming programs.

13. Check on whether farm norms are represented in farming programs.

14. Check on whether farm norms are represented in farming programs.

The Agricultural Education Magazine, February, 1962
The "Marengo 400 Club" was organized at Marengo, Illinois, in 1939. It was chartered as a group of boys and young men in vocational agriculture. The idea of Alhio Marengo was to locate in the heart of a thriving dairy community supplying milk to the Chicago creameries. The projects have been limited in number and inferior in quality for several years.

The need for greater emphasis on dairy and hay feeding which was determined to create this situation. The members of the group were encouraged to select the primary reason for poor dairy projects was an insufficient knowledge of the dairy business obtained from the local newspaper and high school. Finally, the matter of needful to take steps when the committee members of breeding age presented a different problem.

Committee Worked Out Details

Committees were appointed by the chairman to draw up a contract agreement, a score card for the first year, and a constitution. Five of the members and one of the advisory council attended every committee. The committees presented their reports, which were turned over to the group president over a temporary chairman. The constitution as shown up follows:

The contract to be signed by the boy and the note holder agreement and the score card for our use the year are also given:

Feeding, Care, and Management Agreement of Contract Calves

It is a well-known fact that the success or failure of any dairy project depends on the quality of milk produced. To maintain good quality, it is essential to provide the best possible care and management. This agreement outlines the responsibilities of the members to ensure the well-being of the dairy calves.

Local Achievement Award

The Marengo 400 Club is recognized for its outstanding work in the area of dairy projects. A local achievement award is presented to eligible members. The award winners are chosen based on their contributions to the organization, their dedication to dairy projects, and their efforts to promote the advancement of agriculture.

The Marengo 400 Club is grateful for the support and guidance provided by the Illinois Agricultural Education Foundation. The club's commitment to dairy projects and the development of its members is a result of this partnership.
The Comprehensive Program of Adult Education, as a Responsibility of the Teacher of Agriculture

Ralph G. Grumwald, Teacher, Marquand, Maine

Any person of the "400" in Marquand, 1959, refers to the members of the community who regularly participate in the community, agriculture, and active community organiza-
tion set up in 1959 under the guidance of Mr. L. R. McGraw, who was the first vocational agriculture teacher in Marquand. Since that time, all community members, regardless of age, have been actively involved in community affairs, and the program has continued to grow. The program has been so successful that it is now considered a part of the educational system in Marquand.

The fact that people are donating time and effort to a cause leads prestige to the cause and the people involved.

The program has been in Marquand to refrain from selecting high-school teachers (who are already placed on a class for a three-year term) (1) fielding an annual class every two years, for a 10-week period. The "Harmon meetings," which are held either every two years or every two years for a 10-week period, the "Harmon meetings," which are held every two weeks or every two years for a 10-week period, will be held every two weeks.

Program booklet which includes names of vocational agriculture students and the dates for the various classes.

It is important to remember that the program is for the benefit of the community and to encourage participation.

The program for 1941-42 opened Sep-
tember 22, the second Monday of the month. The book will be held on November 24, Marquand, as the second monthly meeting of the committee.

Procedures That Work in Promotion and Organization

F. M. Frank, Teacher, Marquand, Maine

When the average graduate from a college in the curriculum of agricultural education decides to start an active group, he is faced with many new problems. In relating my own experi-
ence to the problems that beset me, I think that they will be of value to others.

The following are the problems that I realized that the great preponderance of community members were working in the field of agriculture. A small pro-
portion of the group appeared to be in the business of producing milk. The remaining 75% of the milk produced. The remaining 75% of the milk produced. The remaining 75% of the milk produced.

Keeping Up Interest

At this first meeting old acquaintances were made and new friends were made and these men began to discuss their plans. The group met weekly and the group met weekly and the group met weekly.

If one were to summarize suggestions that the committee was made, they would be:

1. Select a committee of men who are interested in their field.
2. Meet with the committee; draw up a list of prospective members and spe-

3. Have your committee present them.
4. Adequately publicize all your meetings.
5. Keep all meetings vital and interesting.

Defense Training in a Rural Shop

W. C. Dudley, Supervisor Northland-Del-
nessy Projects, Aroostook, Maine

The pre-defense training defense given in the Aroostook, Maine, Department of Agriculture for the past year has been an attempt to equip the people with the knowledge and the ability to prepare for the defense of the country. This time the training has been directed toward the setting up of a defense organization and the carrying out of the work.

Before going out to the defense organization we must carry our gospel to the people and help them to believe in it.

Objectives of the Course

The objectives of the course might be stated as follows:

1. To orient the community that the development of rural defense is a group activity.
2. To train the community that the development of rural defense is a group activity.
3. To train the community that the development of rural defense is a group activity.

Forster students were happy to come back to their Aroostook County feeling secure in the knowledge that their students are doing a job and are meeting the specific needs of the community.

Organizing the Course

At our first and second meetings in the fall we try to get some idea of the problems which we have to face and how we would be likely to discuss them. As soon as we have decided the starting date for the course, the students and the instructors, together, form a community study. The community study is an organization of local residents who are interested in the course. The community study is an organization of local residents who are interested in the course.
DURIN the last five years more attention has proba- bly been focused on the question of what should be taught in farm mechanics than in all of the preceding years combined. The interest and enthusiasm of vocational agriculture teachers and students has been maintained and more textbooks have been written, more pamphlets have been published, more interest has been directed on the subject, indeed, more needs have recently been pointed out for help in this direction. Farming is becoming more mechanized.

In the form of farm shop, farm mechanics, however, reveals that teachers of vocational agriculture in both high schools and junior colleges are presented with a problem to which all farm students should be exposed in some form, if they plan to enter the farming vocation. In some schools, farm mechanics as a subject is taught in the form of a course in mechanical repair. In others, the teacher might use a mechanical repair as part of a farm management or business course so that the student is enabled to work with the equipment, whether it be an automobile, a tractor, or any other piece of equipment. The mechanical repair is included as an integral part of the farm management course. This is probably the most common type of teaching farm mechanics that is found in the high schools.

In the senior high schools, farm mechanics is taught as a separate course in some schools and in others as a part of the vocational agriculture course. In these schools, farm mechanics is taught as a separate course in some schools and in others as a part of the vocational agriculture course. In these schools, farm mechanics is taught as a separate course in some schools and in others as a part of the vocational agriculture course.

The agricultural education magazine, February 1942
Developing Chapter Advisers of the Future Farmers of America Organization

Harold L. Kugler, Supervising Teacher in Agriculture, Kansas City, Kansas

The purpose of this study was to determine what is happening in the present teacher-participation centers of the North Central Region to develop adequate participation in the activities on the part of students in the activities of the Future Farmers of America Organization.

Table 1: Supervising Teachers' Rating of Importance of Responsibilities of FFA Chapter

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Importance</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case management and planning</td>
<td>4</td>
<td>2.86</td>
</tr>
<tr>
<td>Leadership development</td>
<td>3</td>
<td>2.68</td>
</tr>
<tr>
<td>Public relations</td>
<td>5</td>
<td>2.91</td>
</tr>
<tr>
<td>Spirit activities</td>
<td>4</td>
<td>2.83</td>
</tr>
</tbody>
</table>

The data were analyzed using a 5-point scale, where 5 is very important and 1 is not important.

Procedure

A check list was prepared and submitted to the supervising teachers in the North Central Region for the purpose of determining the importance of the study. The check list was prepared by the author and the supervisors, and the participating students, and the participating teachers.

1. To secure general information concerning the duties of the supervising teachers as advisors of Future Farmers of America, chapters, their participation, and the duties of the members.

2. To secure an evaluation of the importance of the various responsibilities of advisors and to ascertain a number of responsibilities that are carried out.

3. To determine the number of advisory teachers and the degree of student participation in the responsibilities of the advisors.

A list of 44 supervising teachers was secured from the North Central Region. Check lists were sent to each of these supervising teachers for the purpose of securing information concerning the responsibilities of the student-teachers.

Chapter supervisors, Federal Agent for Agricultural Education, North Central Region. Check lists were sent to three of these supervising teachers for the purpose of securing information concerning the responsibilities of the student-teachers.

The data were analyzed using the 5-point scale, where 5 is very important and 1 is not important.
How I Became an American Farmer

HAYWARD HUDKINS
Pullman, West Virginia

FOUR years ago I entered Pullman High School, but without the slightest idea that I would be a farmer. However, at Kansas City on October 23, 1941, I received a letter which was to change my life forever. I had to respond to the announcement that I was accepted for a job as a teacher in the local high school. Because I had been reared in a rural environment, I felt confident that I could succeed in this new endeavor. I was about to embark on a new chapter in my life, and it was in this way that I became an American farmer.

Expanding Program After First Year

Upon completion of my first year's study, I found I had earned a labor income of $125.62. This gave me much encouragement, so for the next year I took up dairy farming, where I earned $200,000, and added on work in the field. These fields, however, returned a labor income of $21.38. My major program was the same as the previous year, but my income, though higher, was not as substantial. This year, I had $188.61 earned on three acres of alfalfa. These returns were $94.81.

I made the greatest progress in my fourth farming program, which was completed in the spring. This program was on a 90-per-cent feed ration basis, divided between hay and barley. Through my years of experience, I discovered that many other crops could be grown profitably. My plans for the future are to stay on a feed ration basis and to continue my farming program, which I believe will enable me to fulfill all my ambitions in the field of farming.

Credit to Dad

In F.F.A., I have been very fortunate to have my father, a farmer for many years, to advise and guide me. He has given me the best advice and has taught me how to work our farm with efficiency. I was also fortunate to be able to meet other farmers from the area and to be able to work with them. I was also able to read the well-known books by such authors as J. C. Rogers, and I am grateful for this opportunity.

In the final analysis, I would like to thank my father for all he has done for me and for being such a fine farmer. I am sure that he has given me many valuable lessons in the art of farming.

The Proofs of the Problem

Is the Participation

IN THE PROOF OF THE PROBLEM, I am going to show you that the participation of farmers in the government's work is not only necessary but also effective. It is not only necessary because the government needs the farmers' help to carry out its programs, but also because the farmers need the government's support and assistance.

1. The farmers are the people who can best understand the problems of the country. They are the people who live close to the land and have a knowledge of the natural resources and the potentialities of the country.

2. The farmers are the people who can best appreciate the problems of the country. They are the people who understand the problems of the country from the point of view of the people who live there.

3. The farmers are the people who can best solve the problems of the country. They are the people who have the knowledge and the ability to solve the problems of the country.

4. The farmers are the people who can best manage the government's work. They are the people who understand the problems of the country and can solve them.

The Advantages of Participation

There are many advantages to the government's participation in the work of the farmers. These advantages are:

1. The government's participation in the work of the farmers will help to solve the problems of the country.

2. The government's participation in the work of the farmers will help to manage the government's work.

3. The government's participation in the work of the farmers will help to appreciate the problems of the country.

4. The government's participation in the work of the farmers will help to understand the problems of the country.

The Disadvantages of Participation

There are also many disadvantages to the government's participation in the work of the farmers. These disadvantages are:

1. The government's participation in the work of the farmers will interfere with the farmers' work.

2. The government's participation in the work of the farmers will interfere with the farmers' management.

3. The government's participation in the work of the farmers will interfere with the farmers' appreciation of the problems of the country.

4. The government's participation in the work of the farmers will interfere with the farmers' understanding of the problems of the country.

The Conclusion

In conclusion, I would like to say that the government's participation in the work of the farmers is not only necessary but also effective. It is not only necessary because the government needs the farmers' help to carry out its programs, but also because the farmers need the government's support and assistance. The government's participation in the work of the farmers will help to solve the problems of the country, to manage the government's work, to appreciate the problems of the country, and to understand the problems of the country. Therefore, I would like to urge the government to continue its participation in the work of the farmers.

The American Boy

"If we choose a good road, we may stand on it and watch the world go by," says the American boy. He knows that he can stand on a good road and watch the world go by, and he does not lack ideas. He knows that he can stand on a good road and watch the world go by, and he is not afraid to stand on a good road and watch the world go by.

The book of the American boy is a book of the American boy's ideals. He knows that he can stand on a good road and watch the world go by, and he is not afraid to stand on a good road and watch the world go by.

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NO SMALL part of the success of a farm of agriculture, both at home and abroad, depends on public relations. When I was a second year at Michigan, I never had a roommate who had not a Ph.D. degree, and a, "Shake-Down." You can always catch more fish with a bigger net than with a vine.

Defence Boards Need Help

State defense boards are asking all agricultural agencies cooperatives to complete a survey of the repairs needed on farm machinery in the county and asking that all such repairs be completed before the time the machines are needed next season. This report might be useful to the Illinois State College of Agriculture because it was brought about before the onset of war and the mobilization of the Illinois Ags. It was the result of a survey that showed the kind of work that had been done in the machinery repair departments in other states and showed the Illinois State College of Agriculture should do a better job of teaching in machinery repair. They cannot and will get the job done.

400 Club

All of the work on the farm will be completed by the chamber of commerce, while in the other period the manufacturing plant will establish the basic line. Our advisory committee will make sure that the equipment is well trained.

Within less than a year of the organization of the club we feel that we have accomplished something worth while.

Looking back at the results of our original survey we feel that we have definitely solved the problem of developing a complete and complete daily project by providing funds for daily dairy projects. By creating a better organization for "daily circle" for the dairy project, the element of slow progress, as evidenced by growth of dairy cows in Illinois, has been overshadowed by the rapid progress in better dairy methods and confidence in the future. The bread-and-butter problem has been somewhat alleviated by the survey made with the survey committee of the farm annual meeting, which has offered their services in the club at various meetings.

This article is not presented in view of having solved all of the problems of promoting better dairy projects, but merely in the hope that the farmers may see some practical application in the promotion project, whether it be dairy or some other enterprise. This cooperative enterprise has prospered by its own efforts, and that the boys have a worthy and high ambition that they are getting assistance from a number of agencies which are adding to its success.

Course for Young Farmers

(The preparation of their projects. The attendance is extremely gratifying in that classes average 15 to 20 out-of-school youths per session.

I have been conducting my class in the evening for several years. Each year it is safe to say that the work is done and the results achieved. By this means I have become more and more aware of the necessity of having a course of study in the field of machinery repair for young men and adult farmers who have been in the machinery repair field. In order that these folks as well as all-day boys can acquire for themselves the necessary knowledge needed to make the machinery entirely usable, it can be provided with the instruction needed so that they can make the repairs themselves, these defense boards might set up their own defense classes in machinery repair to do our farm machinery repair for us. If we don't do the job, someone else will. The job must be done, and soon.

GREETINGS TO AND FROM AN OLD FRIEND

At the end of the month the Agriculture Section in Boston, a message was sent from Dr. F. W. Stimson re-emphasizing the importance of the Illinois Exposition. Dr. Stimson pointed out that he had visited the city of the Franklin Institute and that in his opinion the city of the Franklin Institute and the city of Illinois were one of the most wonderful buildings in the nation. He expressed his appreciation of the work that he has contributed to the History of Agricultural Education.

The Agricultural Education Section of the American Education Association is under the direction of Dr. A. L. Hoover. Mr. Hoover and Mr. D. M. Curren of the U. S. Office of Education are in charge of this Section.

The committee expressed the gratification of the group of agricultural education founded by the late Mr. O. C. Adkisson and F. W. Lathrop were added to the board of directors to Dr. F. W. Stimson. They agreed to a very delightful visit to the White House, and Dr. Stimson, and that he is the chairman of the Agricultural Education Committee. The group has expressed its appreciation of the work of Dr. F. W. Stimson, and that he is the chairman of the Agricultural Education Committee. The group has expressed its appreciation of the work of Dr. F. W. Stimson. In Washington, D. C., they held a very delightful visit to the White House, and Dr. Stimson, and that he is the chairman of the Agricultural Education Committee. The group has expressed its appreciation of the work of Dr. F. W. Stimson. In Washington, D. C., they held a very delightful visit to the White House, and Dr. Stimson, and that he is the chairman of the Agricultural Education Committee. The group has expressed its appreciation of the work of Dr. F. W. Stimson.