Educati0n must be considered in peacetime plans as surely as ammunition must be included in war plans.
—Ex-Senator George W. Norris in his last speech to Congress.
The Agricultural Education Magazine

Contents

Our Program—Good or Poor? ........................................ 9
Stew Roebuck Foundation Makes $50,000 Grant to Vocational Agriculture .................................................. 4
The Farm Labor Situation in China .................................. 5
Methods and Measurements in Farm Planning and Swim Production ................................................................. 6
Future Farmers and Future Homeowners Co-operate at Large, Florida ............................................................. 7
Winter Adjustment in Agriculture ...................................... 11
Getting Farmers to Adopt Improved Practices ...................... 10
Coordinating the War Production Program to Secure the Greatest wartime Service .......... 11
Furniture for the Agriculture Room .............................. 12
Some Essential Characteristics of an F.F.A. Chapter Program ................................................................. 13
Occupational Distribution, Entrance into Farming and Opportunities for Farming, 4 Years of Vocational Agriculture Part I ............................................................... 14
Frontier F.F.A. Co-operative Orchard Project .............. 16
A Report on Labor Training Courses ................................. 18

Editorial Comment

Our Program—Good or Poor?

J. A. Sterner

I include humble person was extremely flattered, honored, and gratified, to receive a personal letter from you, written as an editorial for the Agricultural Education Magazine. The spirit moved him and the editors acquiesced, manuscript and all. I am especially grateful for the opportunity to write on this subject, the spirit moved him, and the editors acquiesced, manuscript and all. I am especially grateful for the opportunity to write on this subject, for it is an area of our concern, since we teach it ourselves, but it is also, suggested, that my contribution be a criticism of the program of vocational agriculture in the secondary schools.

The Need for Critical Evaluation

I accept the challenge and its implications. I believe a critical attitude is a healthy one, especially if the criticism is directed against the child's own behavior. Anyone who loses the power of self-criticism seems to me to be on the same level as a person who does not have a feeling of self-worth or self-respect, and even a great and clear vision of the future is likely to be exaggerated, and not necessarily because it is destined to have a far-reaching influence. Personally, I am extremely critical of everything I write and do. When I'm reading, my writing, my speech, my thoughts are never at peace as I am very critical of everything, including the local school system. I think this introspection is terrible.

Just a little while ago, in our immediate family of agricultural teachers, I am quite critical of our program, in larger educational circles, I was wont to believe in the principle of self-criticism and self-criticism, if not for our program in vocational agriculture. Probably I possess at least our qualification as a critic of vocational agriculture. Of late years I have not been as closely connected with the program as I used to be, having been drawn in personal or general fields of education. At all times I have preferred to keep in close touch with its development. I am partially, as usual, and should therefore be able to appraise your program with less partiality (I also with less introspection) than if I were wholly absorbed in it.

Favorable Criticism

Criticisms may be unfavorable as well as unfavorable, and to indulge my critics, who may read this, I shall lead off with some favorable criticisms.

First, the program of vocational agriculture in the high school is a most important, essential, and urgent one. Agriculture is, and probably will remain, our basic industry. Our national well-being depends on a stable, abundant, and perpetuation of a prosperous, efficient, progressive, agricultural and rural life is very much in the interest of the general body of school leaders. The work of an agricultural program group, except it be the teaching of home-making, can compare with ours in fundamental importance.

Second, our current program has already demonstrated its essential soundness. It has already justified itself in all those important, stable, and essential areas of education, business, and agriculture. It is a potential contribution to agricultural progress in this country is much greater than its actual accomplishments in date. Given another 20 years of normal expansion and improvement, we will have gone a long way toward attaining the goal of a high quality agriculture program that will be the envy of the world.

Third, the leadership in vocational agriculture is quite generally well-grounded in educational and agricultural experience. These leaders are well-grounded in educational and agricultural experience. These leaders are well-grounded in educational and agricultural experience. They are well-grounded in educational and agricultural experience. I am especially grateful for the opportunity to write on this subject, for it is an area of our concern, since we teach it ourselves, and the editors acquiesced, manuscript and all. I am especially grateful for the opportunity to write on this subject, for it is an area of our concern, since we teach it ourselves, but it is also, suggested, that my contribution be a criticism of the program of vocational agriculture in the secondary schools.

Fourth, due to this leadership, doubtless, we have succeeded in establishing, understanding, a sound foundation for our instructional program. Probably in no other subject matter field has such research of a thoroughly functional character on the problems of objectives, content, and method been done. It is doubtless also that in other fields is there at large a percentage of activities actively engaged in research activities of a truly functional character.

Fifth, the teachers of vocational agriculture in our secondary schools are also relatively competent and professionally trained. The majority of them have had some postgraduate work, and many have master's degrees. Their annual conferences and the efficiently changing scene on the agricultural front with which they are necessarily in close contact keeps them continually alert to the Baldwinian atmosphere of contemporary society, especially the agricultural influences of the consequent changing demands of their task.

In short, as a logical conclusion of all this, we have gained the confidence and support of the community on the farm, and also the alert business leaders of the town. Probably no other part of the school program has been more closely and intelligently, as our agricultural instruction, nor so enthusiastically, supported. In many communities in this state, and I suppose the same is true of other states, departments of agriculture have been instrumental in bringing about the local school program. In some places there are a few representative leaders in the town, who are out searching for new and representable leaders for teachers of vocational agriculture. To replace these duties has been lost to the draft or to other types of work. They were doing this at the business demand of the farmers in their respective communities as much as to satisfy their own desire to keep this type of instruction in their school program.
The Farm Labor Situation in Ohio
RAY FIFE, Teacher-Educator, Columbus, Ohio

At the time when this report was being written, attention is again focused on the farm labor situation. The spring and the summer have been very busy. In the spring, the demand for labor was particularly strong due to the need for help in planting and cultivating crops. In the summer, the need for labor was high due to the need for help in harvesting crops.

In Ohio, the farm labor situation is serious. Some farmers have had difficulty in finding enough workers to do the work they need done. This has caused delays in planting and harvesting crops, which can affect the quality and quantity of the crops produced.

The most reliable way to gather information about the farm labor situation is to talk to local farmers and labor recruiters. They will be able to provide you with up-to-date information about the current labor situation in their area.

A Famine Opportunity

The 1943 Stark Roebuck Foundation in Columbus, Ohio, has provided funds to the Agricultural Extension Service and the Ohio State Board of Education to establish a program to combat the problem of farm labor.

The program has two main goals: to educate farmers about the importance of training their children for agricultural work, and to provide education and training for young people interested in pursuing agricultural careers.

The program includes a series of workshops and seminars to help farmers understand the importance of investing in the education of their children. These workshops will cover topics such as crop management, soil conservation, and livestock care.

The program also includes a series of classes and workshops for young people interested in pursuing agricultural careers. These classes will cover topics such as soil science, crop management, and animal husbandry.

The program has been well received by both farmers and young people interested in pursuing agricultural careers. The program is expected to have a significant impact on the farm labor situation in Ohio.
Methods

The Journal of Agricultural Economics

J. I. THOMPSON, Livestock Specialist, San Luis Obispo, California

Farm Planning Is Emphasized

In order to furnish needed but often unassailable evidence on which to base such conclusions, we are giving some attention to our vocational agricultural program what we call "Farm Planning." The things that we are attempting here are much more elementary than those generally discussed by adults under the title of "Land Use Planning." Here are some of the conditions that exist in this area.

One. Crop, often a specialty, is the role of a large number of needful in California. We believe that in many instances more diversity is needed.

Two. When the price of a crop is perceived, the enterprises that are added to (or grouped with) those that are already present will go to the area of the planted land market, which in August and September shows about 135,000 (August) total.

We have quitted much of the horse, regular, and men of which were inherited and many of which were purchased with money, either as sometimes or as others.

We also have a considerable number of very small farms, many of which are too small to provide a family with a living.

Income that is often not an indication of income. A 1,000-acre land used for market crops by a family of 50,000 in a county with a population of 1,000 will produce 3,000 bushels of vegetables, grains, etc.

Because of all these variations and many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.

Two. We have a considerable number of very small farms, many of which are too small to provide a family with a living.
Supervised Practice
C. L. ANGERER

Wartime Adjustments in Agricultural Education
MARTIN J. BECCH,1 Marengo, Illinois

The Community High School at Maren was the first to establish a specific mule-producing unit supplying mules to the Army. By the time the Allies, in the entry of the United States into the war, the citizens of Maren had become convinced themselves to the patriotic duty of increasing food production to be used in the war effort.

Since December 7, 1941, the local boards of education, the superintendent, the administrative board administered, and the vocational-technical education department have been making wartime adjustments which must necessarily be made to meet the ever-changing demands of a country at war. These adjustments have been made by the interests of increased farm production with less labor and equipment available.

Farm Labor

The first major problem which faced the school district was the shortage of farm labor. The work was generally divided among the students and other members of the community. These groups of students and other members of the community were assigned to various jobs related to farming.

After a careful survey of several weeks duration, the board of education reorganized the curriculum so that they "did not think it to be the best interest to assign the men who had been called into the navy and the like." The board of education made a decision to reduce the number of students in the school and to shorten the school year. However, the board of education, principal, and faculty simply met to examine the situation and make adjustments accordingly.

In the Agricultural Department there have been more adjustments made during the past 26 months. With "Food for Victory" and "3-M" programs, an additional 40 students have been made between employer and student schedules. The student body, for the most part, has been classified into groups, each group assigned a specific task and area to work on for the next three months. The basis for this program was that each group should work on a specific area and that all groups should work on a minimum record of 400 pounds on the sheep barn and a maximum of 500 pounds for the swine.

Since the war this organization has increased from 21 calves to 21 steers of the above qualification. Many of the first calves purchased in this organization are now in stock and are being raised above expectations. A number of the boys are definitely on the way to a complete dairy program of high caliber. As a result, the vocational department is reorganizing the curriculum so that the boys may be integrated with the actual work experience in the field.

Dairy Herd Improvement

In the Agricultural Education Department there have been more adjustments made during the past 24 months. With "Food for Victory" and "3-M" programs, an additional 40 students have been made between employer and student schedules. The student body, for the most part, has been classified into groups, each group assigned a specific task and area to work on for the next three months. The basis for this program was that each group should work on a specific area and that all groups should work on a minimum record of 400 pounds on the sheep barn and a maximum of 500 pounds for the swine.

Since the war this organization has increased from 21 calves to 21 steers of the above qualification. Many of the first calves purchased in this organization are now in stock and are being raised above expectations. A number of the boys are definitely on the way to a complete dairy program of high caliber. As a result, the vocational department is reorganizing the curriculum so that the boys may be integrated with the actual work experience in the field.

More Agcultural Electives

The Agricultural Education Department has increased the number of agricultural electives during the past 24 months. "Food for Victory" and "3-M" programs have been established and implemented. The student body has been classified into groups, each group assigned a specific task and area to work on for the next three months. The basis for this program was that each group should work on a specific area and that all groups should work on a minimum record of 400 pounds on the sheep barn and a maximum of 500 pounds for the swine.

Since the war this organization has increased from 21 calves to 21 steers of the above qualification. Many of the first calves purchased in this organization are now in stock and are being raised above expectations. A number of the boys are definitely on the way to a complete dairy program of high caliber. As a result, the vocational department is reorganizing the curriculum so that the boys may be integrated with the actual work experience in the field.

More Agcultural Electives

The Agricultural Education Department has increased the number of agricultural electives during the past 24 months. "Food for Victory" and "3-M" programs have been established and implemented. The student body has been classified into groups, each group assigned a specific task and area to work on for the next three months. The basis for this program was that each group should work on a specific area and that all groups should work on a minimum record of 400 pounds on the sheep barn and a maximum of 500 pounds for the swine.

Since the war this organization has increased from 21 calves to 21 steers of the above qualification. Many of the first calves purchased in this organization are now in stock and are being raised above expectations. A number of the boys are definitely on the way to a complete dairy program of high caliber. As a result, the vocational department is reorganizing the curriculum so that the boys may be integrated with the actual work experience in the field.

More Agcultural Electives

The Agricultural Education Department has increased the number of agricultural electives during the past 24 months. "Food for Victory" and "3-M" programs have been established and implemented. The student body has been classified into groups, each group assigned a specific task and area to work on for the next three months. The basis for this program was that each group should work on a specific area and that all groups should work on a minimum record of 400 pounds on the sheep barn and a maximum of 500 pounds for the swine.

Since the war this organization has increased from 21 calves to 21 steers of the above qualification. Many of the first calves purchased in this organization are now in stock and are being raised above expectations. A number of the boys are definitely on the way to a complete dairy program of high caliber. As a result, the vocational department is reorganizing the curriculum so that the boys may be integrated with the actual work experience in the field.

More Agcultural Electives

The Agricultural Education Department has increased the number of agricultural electives during the past 24 months. "Food for Victory" and "3-M" programs have been established and implemented. The student body has been classified into groups, each group assigned a specific task and area to work on for the next three months. The basis for this program was that each group should work on a specific area and that all groups should work on a minimum record of 400 pounds on the sheep barn and a maximum of 500 pounds for the swine.

Since the war this organization has increased from 21 calves to 21 steers of the above qualification. Many of the first calves purchased in this organization are now in stock and are being raised above expectations. A number of the boys are definitely on the way to a complete dairy program of high caliber. As a result, the vocational department is reorganizing the curriculum so that the boys may be integrated with the actual work experience in the field.
Co-ordinating the Rural War Production Training Program to Secure the Greatest Wartime Service

ALBERT G. RINH, Regional Supervisor, California

This is the first of an evening school program subject to the War Production Training Program and to the same work standards adopted for the war effort. The course is divided into two parts, one part dealing with farm machinery and the other with farm improvement.

Results Excellent

The program at the Madera Union High School in California will serve as an example.

F.F.A. State Farmer of 1940 takes active part in repair, operation, and construction of farm machinery

Co-operative Program

During the last school year there were several evening classes of farm mechanics which were organized. These were regular farm mechanics classes organized for farmers, in which all manner of farm implements were repaired and constructed in the farm mechanics shop. In addition, there were two OVOS courses in automotive mechanics and general metal work. All these courses operated almost continuously during the school term. The OVOS courses were designed to give the students in the one-year school more training in farm mechanics than they usually received in their regular classes in the high school. The program was so arranged that the students could combine their regular work with the work in the shop, and yet have enough time to do the needed work.

Farming in very small farm machinery

Plan the Follow-Up Work

The primary purpose of any method of teaching is to be that of determining a reality as possible when new practices are adopted. The farmer who uses the method of education which is most likely to be adopted should be given the opportunity of doing so.

Planning the Follow-Up Work

The farmer should be given the opportunity to adopt the method of teaching which is most likely to be adopted.
**Furniture for the Agriculture Room**

D. J. HAYES, Teacher, Alston, Kentucky

When the Alston Chapter of Future Farmers of America was organized in the summer of 1936, the first goal in the program of activities was to furnish the agriculture room with suitable tables, bookcases, and chairs. The room was the only one available and there was no money for any repairs or improvement. It was necessary for the chapter to raise money by selling tickets for a raffle. The tickets were sold for 10 cents each, and the prizes were a $75.00 cash for the first prize, a $50.00 cash for the second prize, and a $25.00 cash for the third prize. The raffle was held on the evening of October 25, 1936.

The furniture was purchased from a local furniture store and delivered to the school on the first of November. The room now has a table for study, a bookcase for books, and a chair for each student. The room is now a pleasant and comfortable place for study and reading. The students are very pleased with the new furniture and have expressed their gratitude to the chapter for their efforts in making the room more attractive.

**Improve Practice Trees**

The Improvement of Trees is the key to the success of any farm. A tree is a plant that is grown for the purpose of producing fruit or timber. Trees can be grown for many purposes, such as for shade, for ornamentation, or for the production of food. Trees can be grown in a variety of ways, such as by planting seeds, by grafting, or by budding.

The most important factor in the improvement of trees is the choice of the right tree for the right place. The right tree is one that is suited to the climate and soil of the area. The tree should also be one that is suited to the specific purpose for which it is being grown. For example, a tree that is being grown for the production of fruit should be one that is known for producing fruit. Trees can also be improved by the use of nursery stock. Nursery stock is young trees that have been grown in a controlled environment.

The improvement of trees is a science and an art. It requires knowledge of the biology of trees, the physiology of trees, and the ecology of trees. It also requires skill in the selection of the right tree, the right place, and the right time for planting.

The improvement of trees is a continuous process. Trees must be cared for and improved in order to be productive. This care includes such things as the proper selection of planting material, the proper planting method, the proper watering and fertilizing, and the proper protection from disease and pests.

The improvement of trees is an important part of agriculture. It is a science and an art that requires knowledge of the biology of trees, the physiology of trees, and the ecology of trees. It also requires skill in the selection of the right tree, the right place, and the right time for planting. The improvement of trees is a continuous process. Trees must be cared for and improved in order to be productive. This care includes such things as the proper selection of planting material, the proper planting method, the proper watering and fertilizing, and the proper protection from disease and pests.
OCCUPATIONAL DISTRIBUTION, ENTRANCE INTO FARMING, AND OPPORTUNITIES FOR FARMING, OF FARMER STUDENTS OF VOCATIONAL AGRICULTURE

A Critical Review of Research in One Phase of Agricultural Education

Part I

CARLTON E. WRIGHT

Introduction

This is the first part of a study, "Occupational Distribution, Entrance into Farming, and Opportunities for Farming, of Farmer Students of Vocational Agriculture," made by Mr. Carlton E. Wright. Dr. Wright has done an excellent piece of investigation. He has pointed out some implications of the data he has collected, and the methods used in the study, to the conclusions he has drawn from his findings.

Interpretations are made from the data available on the various topics. Implications of the data on the socio-economic situation of the secondary schools. Finally, implications of the data for the improvement of research in agricultural education are made in light of the conclusions of the study.

Conclusions

1. There are significant differences in the occupational distribution of farmer students of vocational agriculture in different parts of the country, as well as in the different types of institutions. The major conclusions and implications of the study are presented in detail.

2. Great differences exist in the occupational distribution of farmer students in the different areas, affecting the proportion of farmers in the secondary schools in the different areas. The proportion of farmer students entering farming in the different areas is affected by the economic conditions of the area.

3. Large areas or large groups of students usually locate smaller proportions of farmers in their studies than students covering small areas. In many areas, the proportion of farmers is not the same in different parts of the area. Therefore, the interpretation of the data on the proportion of farmers in the secondary schools is not always valid.

4. Entrance into farming occurs most often in the early years of secondary school, and the proportion of farmers entering farming is higher in the early years of secondary school than in the later years. The proportion of farmers entering farming is highest in the early years of secondary school, and decreases in the later years.

5. The situation of the farmer students in the secondary schools is affected by the economic conditions of the area. The proportion of farmers entering farming is affected by the economic conditions of the area.

6. Statistics of the proportion of students entering farming show that the proportion of farmers entering farming is affected by the economic conditions of the area. The proportion of farmers entering farming is highest in the early years of secondary school, and decreases in the later years.

7. Entrance into farming occurs most often in the early years of secondary school, and the proportion of farmers entering farming is higher in the early years of secondary school than in the later years. The proportion of farmers entering farming is highest in the early years of secondary school, and decreases in the later years.

8. Entrance into farming occurs most often in the early years of secondary school, and the proportion of farmers entering farming is higher in the early years of secondary school than in the later years. The proportion of farmers entering farming is highest in the early years of secondary school, and decreases in the later years.

9. Entrance into farming occurs most often in the early years of secondary school, and the proportion of farmers entering farming is higher in the early years of secondary school than in the later years. The proportion of farmers entering farming is highest in the early years of secondary school, and decreases in the later years.

10. Entrance into farming occurs most often in the early years of secondary school, and the proportion of farmers entering farming is higher in the early years of secondary school than in the later years. The proportion of farmers entering farming is highest in the early years of secondary school, and decreases in the later years.

Purpose of the Study

The main purpose of this study is to compare and evaluate studies made with reference to agricultural education, and to discover the factors influencing the distribution of vocational agricultural activities and employment.

The conclusions drawn in the study are as follows:

1. Locating and analyzing the studies which deal with the occupational distribution of farmers is necessary in order to discover the factors influencing the distribution of vocational agricultural activities and employment.

2. Ascertaining evident strengths and weaknesses in previous research is necessary in order to plan future research.

3. Determining any trends in research related to education in secondary schools is necessary in order to make conclusions.

4. Evaluating results of research concerning farmer students of vocational agriculture and their establishment in farming is necessary to draw conclusions.

Classification of studies and parts of studies is made on the basis of available data and resources from the various sources. The data and resources from the various sources are used in the study to draw conclusions.

Conclusion and Implications

The study is made on the basis of available data and resources from the various sources. The data and resources from the various sources are used in the study to draw conclusions. The conclusions and implications of the study are presented in detail.
Proper use of facilities in the common community can result in an enlarged and diversified participation in the economic and social aspects of the student. Students like to be a part of an organization that is active and contributes to the community.

Co-operative Projects provide a means for experience in another area of nature that may have merited some of the students' newly acquired knowledge and experience. The program was established after a request by a group of farmers who desired an agricultural project be undertaken in their community. The project was designed to be self-sustaining and to provide a means for the students to gain practical experience in agricultural management.

Outcomes of Value Noted

One boy purchased and raised a spray unit, and is earning his way by selling the product. In addition, he uses this unit to maintain his farm equipment. His earnings are being used to pay off the original cost of the unit and to purchase additional equipment.

Another boy has established a small livestock operation, raising chickens and eggs. He sells the eggs to local customers and uses the profits to purchase additional chickens.

A third boy has established a small dairy operation, producing milk for local consumption. He uses the profits to purchase additional equipment and to expand his operation.

Occupational Distribution

The primary occupations of the students include farming, forestry, and small business.

Future Farmers of America

Fremont F.F.A. Co-operative Orchard

Project

W. P. SCHROEDER, Teacher, Farm, Fremont, Michigan

nected by Michigan State College. The chapter had agreed that an opportunity to put a quality, beautiful product on the market with a large amount of sales in the future would be beneficial to the students.

Harvesting Activities Were Performed

Proper methods of picking and handling the apples were employed to ensure the best quality product. Bad apples were not to be included in the packing, and only apples of uniform size and color were to be used.

The orchard was harvested by the students, who were trained in the proper methods of picking and handling the apples. The students were responsible for the entire process, from picking the apples to packing them for sale.

The profits from the sale of the apples were used to purchase additional equipment, such as a new apple grading machine and a cooler for storing the apples.

The orchard was a success, and the students were proud of their hard work and dedication. They were able to earn additional income and gain valuable experience in the agriculture field.

Sixth, students' occupations is affected by the age of the student.

A relatively small proportion of farm students are self-employed. A high percentage of farm students are employed in agriculture-related occupations, such as farming, forestry, and small business.

Sixth, students' occupations is affected by the age of the student.

After completing their studies, the majority of farm students enter agricultural-related occupations, such as farming, forestry, and small business.

Sixth, students' occupations is affected by the age of the student.

A high percentage of farm students enter agricultural-related occupations, such as farming, forestry, and small business.
I. Migration is less in number and distance for boys working in agricultural and grant farming with higher grades in school.

A. Boys working in agriculture tend to migrate fewer than boys who are full-time agriculturists. This is due to the nature of their occupation. Boys in farming migrate more to find new farm work or improve their position.

B. Migration is different for boys working in agriculture and boys working in other occupations. Boys in agriculture migrate more to find new farm work or improve their position.

C. Boys migrate less for work in agriculture and more for work in other occupations. This is due to the nature of their occupation. Boys in agriculture migrate more to find new farm work or improve their position.

D. The percentage of boys working in agriculture who migrate more than those working in other occupations is higher. This is due to the nature of their occupation. Boys in agriculture migrate more to find new farm work or improve their position.

II. There is a variety of educational opportunities available to boys in agricultural occupations.

A. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

B. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

C. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

D. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

E. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

F. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

G. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

H. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

I. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

J. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

K. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

L. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

M. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

N. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

O. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

P. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

Q. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

R. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

S. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

T. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

U. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

V. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

W. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

X. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

Y. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.

Z. Boys working in agriculture can attend school in various locations and study a variety of subjects. This is due to the nature of their occupation. Boys in agriculture can attend school in various locations and study a variety of subjects.