"Education is not telling a man what he knows not, but it is making a man what he was not."
—John Ruskin
Dawn of the Return of Unlimited Opportunities in Agricultural Education

For sometime there has been a growing sentiment for less and less Federal control at the federal level of this nation. This course of public opinion has reached such a volume that now comes from Washington strong indication that restrictions on farm production may be removed next year. All good reasoning would seem to point to this as the only sound conclusion that can be reached. Ail the sound reasoning is being more and more ignored in the past, the factors have now come into the picture which add strength to the hereafter sound reasoning, and which, plus the pressure that it may not be politically expedient to continue controlled production, would seem to indicate that it is now reasonable to expect that the restrictions on farm production will be removed. Seeing this outcome from the present trends should awaken in those engaged in agricultural education a press enthusiasm as to the opportunity and responsibilities that lie ahead.

Controlled Production and Controlled Education

Since 1933, when the control of farm production began under the force of Federal law, education has been seriously hampered. Those and intelligent study by an individual farmer of his offers many as to the need for a program in directions prohibited by Federal law. Under such conditions, what incentive has the farmer had to learn of the teacher to teach? Nationally, many young men would have liked to enter farming as a life vocation but when the opportunity for placement was investigated it was found that such a young man could not find (and that he was not already using the maximum amount for any place) that he might could not be operated beyond the scope and limit of such a program. The fact that in such a program might have been far more capable and better trained than the various operators. Without any realization in his behavior toward securing a farm appreciate in same and his ability and training. Thus, agricultural education in its most worthwhile ultimate values became largely and limited and limited. Under Federally controlled farming, teachers of agriculture have been able to serve only as propagandists. Education of this sort at first different from that under the Farm Security program where the emphasis was toward propaganda for the purpose of promoting the aims of the Farm Security program. By Federal law only those professions that cannot be considered legitimate. Achievement with respect to these practices has been bound. This state of facts is not borne out of any intent to injure the education of the students. When agricultural instruction was being developed there was a large demand for service as to the advisability of going to a man's farm and preparing for personal business. In spite of some misunderstandings, tremendous progress was made and instructors were soon accepted wholeheartedly.

New Day

If the current trends that we seem to see in the dawn on the horizon really break the full daylight, they may mean to those engaged in agricultural education the return of opportunity to do real education with the barriers out of the way. In short, the reason for the Federal law stimulate the young men with ambition and training may find opportunity for exercise of such ambition and application of such training where the opportunity seems very promising. One more the selfish and insatiable persons, in the absence of Federal grammar to such persons, will find themselves victims of their own selfishness. Those who apply themselves with intelligence to the new opportunities. The present-day world is not ready to adopt the world view in order to advertise to the world about the value of education. The time is ripe to exploit the markets.

G. P. Drye

SOME Strong Features of the Vocational Education Programs of the Past

1. Vocational education has not had wholehearted approval by a large number of lay educators, many of whom were brought up on the idea that mental discipline was one of the main educational qualifications and that what became a student study.

2. Under a system of high capital development, a discordant few years after the Smith-Hughes act was passed. World War I had passed on the home front, and with the world's hunger, the nation was eager to get back on the field of agriculture, but a crisis began to develop shortly thereafter and teachers had a hard time doing justice to programs that had been developed.

3. Farmers themselves were not always wholehearted in favor of agricultural education for many years after the beginning of vocational education. Many farmers believed that agriculture should not be taught in schools. In fact some did not believe in much education for any kind. In spite of this, however, our program continued to grow and expand.

4. Teachers in many schools did not have the idea of analyzing the homes and lives of their students. When agricultural instructors began to do this, many questions were asked. Some doubt arose as to the advisability of going to a man's farm and preparing for personal business. In spite of some misunderstandings, tremendous progress was made and instructors were soon accepted wholeheartedly.

5. During most of our program, the National Agricultural Education was considered a vital tool in dealing with farm problems by piece-meal fashion. World War I dictated great readjustments among farm enterprises, developed special opportunities for the keen to learn. To allocate the disinterested enterprises, outside aid was applied. Some teachers attempted to capitalize upon these enterprises which had special advantages for the time being. This, however, caused some repressions later; due to the behavior of buying power cycles. Yet in spite of short-term efforts to build programs around these rapidly fluctuating enterprises, vocational education was so valuable that three and similar shortcomings were overlooked.

The next section can recall the difficulties we
Why Do We Have a Food Problem?

W. E. MYERS, Head, Department of Agricultural Economics, Cornell University

UPTO DATE: In the present war, the problem of food has been the steppe of experience. The present crop failure has arisen from three main sources: (1) a severe economic depression, (2) the effects of war, and (3) the effects of disease. It is these three factors that have made it impossible for the farmer to produce as much food as he could if he were free from these difficulties.

The first factor is the economic depression. During the depression, the prices of most farm products fell to very low levels. This made it impossible for the farmer to make a profit on his crops. As a result, many farmers were forced to reduce their production of crops. This caused a decrease in the supply of food and thereby increased the price of food.

The second factor is the effects of war. The war has caused a great increase in the demand for food. This has increased the price of food and has made it difficult for farmers to produce as much food as they could if they were free from this demand.

The third factor is the effects of disease. The war has caused a great increase in the spread of disease. This has caused a great decrease in the supply of food. As a result, the price of food has increased and many farmers have been unable to produce as much food as they could if they were free from this disease.

Food Production Problems

In this chapter, I will discuss the problems associated with food production. I will begin by discussing the problems associated with the production of food during the depression. Then I will discuss the problems associated with the production of food during the war. Finally, I will discuss the problems associated with the production of food during the disease epidemic.

Food Production During the Depression

In the United States, the depression of the 1930s was a time of great economic hardship. The prices of most farm products fell to very low levels. This made it impossible for the farmer to make a profit on his crops. As a result, many farmers were forced to reduce their production of crops. This caused a decrease in the supply of food and thereby increased the price of food.

The decrease in the supply of food caused a great increase in the price of food. This made it impossible for the average family to buy as much food as they could if they were free from this high price.

Food Production During the War

In the United States, the war produced a great increase in the demand for food. This increased the price of food and made it difficult for farmers to produce as much food as they could if they were free from this demand.

The war also caused a great increase in the spread of disease. This caused a great decrease in the supply of food. As a result, the price of food increased and many farmers were unable to produce as much food as they could if they were free from this disease.

The problem of food production during the war was very serious. The government took many steps to try to solve this problem. One of the steps they took was to increase the price of food. This increased the profit that farmers could make on their crops. This encouraged them to produce more food, which helped to reduce the price of food.

Food Production During the Disease Epidemic

In the United States, the disease epidemic of the 1930s was a time of great economic hardship. The prices of most farm products fell to very low levels. This made it impossible for the farmer to make a profit on his crops. As a result, many farmers were forced to reduce their production of crops. This caused a decrease in the supply of food and thereby increased the price of food.

The decrease in the supply of food caused a great increase in the price of food. This made it impossible for the average family to buy as much food as they could if they were free from this high price.

The war also caused a great increase in the spread of disease. This caused a great decrease in the supply of food. As a result, the price of food increased and many farmers were unable to produce as much food as they could if they were free from this disease.

The problem of food production during the disease epidemic was very serious. The government took many steps to try to solve this problem. One of the steps they took was to increase the price of food. This increased the profit that farmers could make on their crops. This encouraged them to produce more food, which helped to reduce the price of food.

Food Production Today

In the United States, the problem of food production is still a serious one. The prices of most farm products are still very low. This makes it impossible for the farmer to make a profit on his crops. As a result, many farmers are still forced to reduce their production of crops. This causes a decrease in the supply of food and thereby increases the price of food.

The decrease in the supply of food causes a great increase in the price of food. This makes it impossible for the average family to buy as much food as they could if they were free from this high price.

The war also causes a great increase in the spread of disease. This causes a great decrease in the supply of food. As a result, the price of food increases and many farmers are unable to produce as much food as they could if they were free from this disease.

The problem of food production today is very serious. The government is taking many steps to try to solve this problem. One of the steps they are taking is to increase the price of food. This increases the profit that farmers can make on their crops. This encourages them to produce more food, which helps to reduce the price of food.

In conclusion, the problem of food production is a serious one. The government is taking many steps to try to solve this problem. One of the steps they are taking is to increase the price of food. This increases the profit that farmers can make on their crops. This encourages them to produce more food, which helps to reduce the price of food.
Students in Hawaii Produce Food on the School Farm

WOON YOUNG PARK, Teacher, Li‘iwaau, Kauai, T. H.

A DEMONSTRATION farm with approximately an acre of land is the group located at the Lilimau school. Located at the back of the campus, this demonstration farm is composed of a vegetable plot with 12,000 square feet, a dairy cow, an apiary, 20 sheep, and a chicken house with 60 hens. The farm is run by the students with the assistance of their parents. The students are taught to grow vegetables, raise chickens, and care for the livestock. This is a small model of the larger farms in Hawaii.

Methods

The New Orleans Pre-Farm Employment Training School

D. C. LAVORER, Assistant Director, Rural School, Louisiana

Recently, many urban boys are unemployable and lack the skills necessary for a productive job. The Pre-Farm Employment Training Program in New Orleans helps to address this issue by providing hands-on experience in agriculture. The program's goal is to prepare students for careers in the farming industry. The curriculum includes a combination of classroom instruction and practical farm work.

Objectives

- To provide an appreciation of the critical need for additional farming opportunities for urban youth.
- To train students in the care and management of dairy and poultry farming.
- To teach the students practical farming techniques.

NATURE OF TRAINING PROGRAM

The training center was the Warren Farm High School, which was converted to the students in that it is centrally located. The center offers four main courses, with weekly teaching and practical activities.

Conclusion

The demonstration farm serves as a model for the students, enabling them to learn about the different aspects of farming. It is a valuable resource for students interested in pursuing a career in agriculture.
Characteristics and Practices of Students with Superior Farm Practice

DONALD R. CLARK, Teacher, Hamler, Indiana

Supervised Practice

1. High interest in and concern for the farm work. Students are serious about their work and are not likely to work on the farm of another student.

2. Attention to detail in farm work. Students are careful in performing their farm work and are not likely to cut corners in their work.

3. Positive attitude towards farm work. Students are enthusiastic about their farm work and are not likely to become discouraged or discouraged by farm work.

4. Effective farm management. Students are able to manage their farm work effectively and are not likely to have problems with farm management.

5. Good academic performance. Students are interested in farm work and are not likely to have problems with farm work.

6. Good attendance. Students are present for farm work and are not likely to be absent from farm work.

7. Good health. Students are healthy and are not likely to be out of farm work due to illness.

8. Good appearance. Students are clean and presentable and are not likely to be considered unattractive.

9. Good farm knowledge. Students are knowledgeable about farm work and are not likely to have problems with farm work.

10. Good farm experience. Students have had farm experience and are not likely to be new to farm work.

11. Good farm leadership. Students are good leaders and are not likely to have problems with farm work.

12. Good farm cooperation. Students work well with others and are not likely to have problems with farm work.

13. Good farm management. Students are able to manage their farm work effectively and are not likely to have problems with farm management.

14. Good farm planning. Students plan their farm work effectively and are not likely to have problems with farm planning.

15. Good farm problem-solving. Students are able to solve farm problems and are not likely to have problems with farm problem-solving.

16. Good farm decision-making. Students make good decisions about farm work and are not likely to have problems with farm decision-making.

17. Good farm record-keeping. Students keep good records of their farm work and are not likely to have problems with farm record-keeping.

18. Good farm organization. Students are well-organized and are not likely to have problems with farm organization.

19. Good farm cooperation. Students work well with others and are not likely to have problems with farm cooperation.

20. Good farm leadership. Students are good leaders and are not likely to have problems with farm leadership.

21. Good farm management. Students are able to manage their farm work effectively and are not likely to have problems with farm management.

22. Good farm planning. Students plan their farm work effectively and are not likely to have problems with farm planning.

23. Good farm problem-solving. Students are able to solve farm problems and are not likely to have problems with farm problem-solving.

24. Good farm decision-making. Students make good decisions about farm work and are not likely to have problems with farm decision-making.

25. Good farm record-keeping. Students keep good records of their farm work and are not likely to have problems with farm record-keeping.

26. Good farm organization. Students are well-organized and are not likely to have problems with farm organization.

27. Good farm cooperation. Students work well with others and are not likely to have problems with farm cooperation.

28. Good farm leadership. Students are good leaders and are not likely to have problems with farm leadership.

29. Good farm management. Students are able to manage their farm work effectively and are not likely to have problems with farm management.

30. Good farm planning. Students plan their farm work effectively and are not likely to have problems with farm planning.

Problems of Difficulty

1. Students have difficulty with their farm work. Students are not interested in their farm work and are not likely to work on their own farms.

2. Students have difficulty with farm work. Students are not able to perform their farm work effectively and are not likely to have problems with farm work.

3. Students have difficulty with farm work. Students are not able to plan their farm work effectively and are not likely to have problems with farm planning.

4. Students have difficulty with farm work. Students are not able to solve farm problems and are not likely to have problems with farm problem-solving.

5. Students have difficulty with farm work. Students are not able to make good farm decisions and are not likely to have problems with farm decision-making.

6. Students have difficulty with farm work. Students are not able to keep good farm records and are not likely to have problems with farm record-keeping.

7. Students have difficulty with farm work. Students are not able to manage their farm work effectively and are not likely to have problems with farm management.

8. Students have difficulty with farm work. Students are not able to cooperate with others and are not likely to have problems with farm cooperation.

9. Students have difficulty with farm work. Students are not able to lead well and are not likely to have problems with farm leadership.

10. Students have difficulty with farm work. Students are not able to plan their farm work effectively and are not likely to have problems with farm planning.

11. Students have difficulty with farm work. Students are not able to solve farm problems and are not likely to have problems with farm problem-solving.

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19. Students have difficulty with farm work. Students are not able to make good farm decisions and are not likely to have problems with farm decision-making.

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30. Students have difficulty with farm work. Students are not able to lead well and are not likely to have problems with farm leadership.
Success With Young Farmer and Adult Schools
RAY A. SWANSON, Teacher, Thorp, Wisconsin

With the event of war and the consequent increased consumption of all farm commodities, young farmers and adult school teachers have gained greater popularity since their inception. This is due to the growing importance of agriculture in the community. For this reason I should like to devote some time to the discussion of the problems which seem to be foremost in the minds of young farmers and adult school teachers.

Teaching Young Farmers

Asking any instructor of these classes what his biggest problem is and informing him that there is no easy answer. The second problem is of course to hold the interest for the duration of the course and this is a constant battle. But even after that, once the initial enrollment has been obtained, the next difficulty arises. For that reason the problem of obtaining a satisfactory initial enrollment seems evident for discussion.

There is of course no exact sequence in dealing with the problem, but certainly the first thing to do is to make a thorough investigation of the prospective members. If these prospective members are sufficiently interested in the work and the accomplishments by attending them, much of the preliminary work for the group has been done. There is considerable difference in the amount of work the participants should be encouraged to do. Many interested in the work and the accomplishments by attending them, much of the preliminary work for the group has been done. There is considerable difference in the amount of work the participants should be encouraged to do. Many interested in the work and the accomplishments by attending them, much of the preliminary work for the group has been done. There is considerable difference in the amount of work the participants should be encouraged to do.

More Effective Use of Local Leadership

M. L. QUINN, Jr., Teacher, Greensburg, Missouri

This war has brought about many changes in the everyday life of the average American citizen. It has also brought about changes in the educational systems. One of the greatest has been the effect of vocational education.

A Job to Do

Many college-trained men from the armed forces of our country. We, of vocational education, were and are faced with the problem of further education of these returning men. The people along lines of the armed forces were considered essential to the war effort. It was not unusual to find returning men of the front lines being involved in the educational system of the country. They were not in the vocational educational system at that time.

To Close the Class

When the assistant state supervisor of Rural War Production came to discuss the new program with me, I told him that I was not sure whether I would be able to do it. I told him that I was not sure whether I would be able to do it. I told him that I was not sure whether I would be able to do it. I told him that I was not sure whether I would be able to do it.
Let's Remove the Necessity for Farm Machinery Repair

L. R. Pollock

Farm Mechanics

I. G. Morrison, Extension Teaching-Training
Lafayette, Indiana

Why Do We Have a Food Problem?

(Continued from page 6)

The reason for the high cost of food is that the production of food is too high. This is due to the fact that the land available for food production is too small. The reason for the high cost of food is also due to the fact that the food is produced in too large quantities. The large quantities of food and other types of livestock have not been used fully for the production of food. However, they are needed for the production of livestock and crops.

To give the buyer an understanding of the types and kinds of livestock and crops, the farmer should have an understanding of these. The farmer should know the amount of land available for food production and the amount of land used for food production.

To the farmer, the land available for food production is not enough. The land available for food production is too small, and the cost of producing food is too high. Therefore, the farmer should be careful in the selection of land and in the selection of crops.

A. Good soil and climate conditions for the production of crops are necessary. The soil and climate conditions must be favorable for the production of crops.

B. To be taken from storage and prepared for the field instead of in time in order to be sure that it is in good operating condition.

C. To be taken from storage and prepared for the field before time in order to be sure that it is in good operating condition.

D. To be taken from storage and prepared for the field before time in order to be sure that it is in good operating condition.

E. To be taken from storage and prepared for the field before time in order to be sure that it is in good operating condition.

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Z. To be taken from storage and prepared for the field before time in order to be sure that it is in good operating condition.

The New Orleans Training School

Endurance (Continued from page 40)

II. Skills and abilities to be acquired

A. To develop a good farmer is to develop skills and abilities of his own worth, his own kind, and his own ability.

1. Care of use of machinery

a) Correlation of machinery: the term, care of use of machinery. The correlation of machinery is the care of the use of machinery, as well as the care of the use of machinery by the farmer. The care of use of machinery is a direct factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer.

b) The care of use of machinery is a direct factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer.

2. Care of use of machinery

a) The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer.

b) The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer. The care of use of machinery by the farmer is a factor in the care of use of machinery by the farmer.
The Teacher's Responsibility

By JOHN B. McCLELLAND, Teacher Education, Iowa State College, Ames

Farms boys in high school and their young farm parents are, among the many factors, the most important in the educational and occupational decisions they make in their youth. This is illustrated even more dramatically by the reactions of the students in these rural schools to their high school graduation and the effect that these educational decisions have on their choice of careers. It is also shown by the fact that in many rural schools boys are more likely to enter the teaching profession than any other professional field.

The teacher in rural schools is, therefore, a most important factor in the educational decisions of boys and young men. The teacher is not only a guide to the boy in the development of his talents and the pursuit of his calling, but he also plays a significant role in the educational and occupational decisions of young men. In addition, the teacher is a symbol of his profession, representing the ideals and values of the educational system.

The teacher is also a symbol of the values of the community and the society in which he lives. The teacher's role in the community is a reflection of the values of the community, and the teacher's role in the society is a reflection of the values of the society. The teacher is also a symbol of the values of the educational system, and the teacher's role in the educational system is a reflection of the values of the educational system.

The teacher's role in the educational system is a reflection of the values of the educational system, and the teacher's role in the society is a reflection of the values of the society. The teacher is also a symbol of the values of the community, and the teacher's role in the community is a reflection of the values of the community.

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The teacher is also a symbol of the values of the educational system, and the teacher's role in the educational system is a reflection of the values of the educational system. The teacher is also a symbol of the values of the community, and the teacher's role in the community is a reflection of the values of the community.
Reorganization of F.F.A. Program to Meet War Needs

A WIDESPREAD program of reorganization has been accomplished in the North Carolina F.F.A. organization in an attempt to meet war needs.

A Program That Gains Results

The 26,000 Future Farmers of America, have increased the scope of their work with a series of efforts to help mechanize and industrialize their activities. Wickliffe's counsel that "food will win the war" has been taken to heart. As a result, F.F.A. members in this state have planned a supervised farming program in which 19,500 Victory Gardens, nearly three-quarters of the available Victory Garden plots, comprising 1,000,000 beds, near 15,000 poultry farms of approximately 1,400 laying hens were established for producing eggs for hatchery. These eggs were handled with the least possible deviation from the prescribed methods of producing eggs for hatchery.

To aid in the reorganization of the Florida F.F.A., a number of new organizations have been formed, each with a membership of from 500 to 1,000 students. These organizations are being supervised by local boards of agriculture, and are providing leadership for the development of agriculture and home economics programs in the schools. The F.F.A. members have also been given the opportunity to participate in contests, such as the state-wide F.F.A. quiz contest, in which they have shown great interest.

In their repair work the students of vocational agriculture, with the aid of their teachers, learn the fundamentals of farm mechanics and new methods of production and preservation in the various communities, and in promoting the establishment of new enterprises.

Future Farmers of America

A. W. TENNEY

Future Farmers Conduct Hatchery

C. F. ESHAM, Teacher, Sadieville, Kentucky

In February 1941, the Future Farmers of the Sadieville, Kentucky, F.F.A. Chapter decided to conduct a community hatchery. Several factors determined this decision: (1) the rolling land and the climate of the area are favorable for poultry enterprises; (2) there are no commercial hatcheries nearer than Lexington, 30 miles away; (3) Cincinnati, an excellent egg and feeder market, is only 35 miles from Sadieville; (4) there seemed to be a real need for quality chicks for a postwar improvement program in the community.

A committee was formed to secure incubator-manufacturing companies for information concerning the types and prices of suitable equipment. A $300,000-type incubator, which costs about $1,350, was thought to be the best investment for the community.

A special committee of four was appointed to see that the equipment was delivered and that money was paid for the incubator. The committee consisted of: J. H. Campbell, D. A. Moore, and J. P. Jones.

Quality Chicks

Determined to hatch the best chicks in their hatchery, the boys use eggs only from U.S. Pullorum-tested flocks. Eggs for their incubator are selected from the best available flocks, and the hatching equipment is of the highest quality. The boys have set a goal for the 1943 season of 18,000 chicks, which will provide about 600,000 eggs for the hatchery. The boys have raised the eggs in 150 incubators, and are depended on the Cincinnati market for the bulk of their sales.

Capacity Increased

After that never-to-be-forgotten December 7, 1941, and the subsequent requirements of the Secretary of Agriculture for increased production, the Future Farmers decided that they might do what the army was doing by producing more chicks. Arrangements were made with the Poultry Manufacturing Company to raise the original incubator for a $300,000-type incubator. The men who had previously worked on the incubator installed it and started working on the new machine. The men had already built the incubator, and they were now working on the new one.

Michigan Association of F.F.A. Program Receives Stimulus Thru Department of Agriculture Fund

A SPECIAL act of the Michigan legislature provides a fund of $10,000 for the purpose of enabling a number of years of special study in agriculture and home economics.

This act will enable the school boards in the state to provide for the study of agriculture, home economics, and vocational education. The funds are to be used for the support of agricultural and home economics projects in the schools.

The act provides for the establishment of an agricultural and home economics center in each of the state's counties. The center will provide opportunities for the study of agriculture, home economics, and vocational education, and will be supported by the state and local governments.

The funds will be used to provide instruction in agriculture, home economics, and vocational education, and to support the work of the agricultural and home economics teachers.

F.F.A. boys and teachers attend block of victory layer

In the rural area from the United States Treasury in regard to the current War Bond Drive. One hundred percent of the students have already subscribed to the War Bond program. In addition, a large percentage of the savings from the student's work is being used for governmental purposes.

Reaping Farm Machinery

In an attempt to keep farmers well supplied with the necessary machinery to produce an abundance of food, in spite of a farm equipment shortage, the Future Farmers have repaired 2,600 farm machines such as tractors, combines, and grain drills. 4,314 farm implements such as plows, planters, harrows, and wagons are also being repaired. A large number of farm machines are being repaired by farmers, and are being turned over to the government.

Robert Hopkins, a member of a family of six, and a ninth-grade vocational agriculture student, takes a look at his eighty feeder pigs after giving them a basket of oats. The pigs will be fattened and butchered for pork, sausage, and meat for home use.

The F.F.A. members have free access to the county's agricultural buildings and equipment, which are owned by the government and are available for use by the students.
Why Do We Have a Food Problem?

The production of the quantities and kinds of livestock products required to meet war demands has increased by more than 30 per cent. This has been accomplished at the cost of greatly increasing the difficulties of maintaining livestock.

In reviewing these three factors, and the increasing cost of livestock, it is obvious that the livestock industry must adopt new and more efficient production practices or it will be unable to meet the demands of the war.

The increasing cost of livestock is due to a number of factors. First, the cost of feed has increased. This is because more feed is required to produce a given weight of livestock. Second, the cost of labor has increased. This is because there are fewer workers available to work on the farms. Finally, the cost of machinery has increased. This is because the use of machinery has increased in the livestock industry.

The livestock industry must adopt new and more efficient production practices or it will be unable to meet the demands of the war. This can be accomplished by increasing the efficiency of the livestock industry.

In conclusion, the livestock industry must adopt new and more efficient production practices or it will be unable to meet the demands of the war.

Cred of the Production Front Fighter

This all-out war is for the preservation of our freedom, and as a front on which we are fighting, the war as well as that of the man who carries a gun, and for the victory, we are fighting for the victory of freedom.

On the Production Front, I will do my duty to the fullest extent of my ability. I will use all of my ingenuity to harvest raw material, machine farmers, and men, to work for victory. I will save every scrap, every pound of scrap, and every ounce toward the ultimate victory. I will do all in my power to assist in procuring the most and best of crops and livestock.

I will use all of my ingenuity to keep my farm running smoothly, to keep my livestock healthy and happy, and to keep the war effort going.

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