It's better to ask questions beforehand than to have to apologize afterwards.
Who Support Our Magazine?

The report of your editor during the A. V. A. Convention in Philadelphia that was made in three sections which are presented here with context as appropriately as reported.

To the Editorial Board

The editor wishes to express his appreciation of the privilege of serving his associates in the Meredith Publishing Company in Des Moines, Iowa, last March. The instruction and suggestions received have been most beneficial and my associations with the staff most cordial. I express my highest appreciation of the services of the special editors who have given freely of their time and energy in attempting to provide copy for their respective departments. These "spade workers" are the unsung and unsung heroes of the battle of production of the magazine.

I have suggested to the publishers that they give us a price of $5.00 on used cuts rather than photographs used in the magazine so that we may offer them for sale to the contributors, usually teachers, who might well use them three or four times in local papers, P.F.A. annual reports, and school publications. This form of business remains unfinished at this time.

I propose to you that an additional section be included in the magazine under the heading "Supervision" with a special editor in charge. This important area of our national and state program has been improperly appreciated to date.

I have not compiled a report on the papers used by some of my associates giving the names of contributions by states. I have, however, made a rough summary of the contributions in the magazine during my 11 months of service which I shall present at the business meeting tomorrow.

May I express to you my appreciation of the services of all cooperating members, including both the special editors and the members of the Meredith Publishing Company?

To the Agricultural Education Section

Gentlemen, in making my report to you based upon my experiences as editor for a short year and following over 50 years as a teacher in agricultural education, I consider my report will have a decided approval note. I am prepared to report that the magazine will be discontinued. I ask your careful attention.

The problems of the magazine are concerned with contributions and readers. My study of the situation shows that we are definitely short on both contributions and subscriptions. We have never before experienced such a condition.

May I also add that publishing the magazine, as you must well know, is a very expensive and the Meredith Publishing Company who gives us no monthly or year-to-year loyalties.

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Accomplishments and Trends in Agricultural Education

W. T. SPANTON, Chief, Agricultural Education Service

THREE years ago the American Vocational Association met in Boston. Since then, the President of the national office of the association has been moved to Washington, D.C., where it is still located. It was while we were there in session that the Congress of the United States enacted the Smith-Van-Andel Act, which was designed to aid education in agriculture in this country.

The act provided for the establishment of six vocational agricultural high schools in the United States, with each school to receive an initial grant of $100,000 and subsequent grants of $20,000 per year. These schools were to be operated by the states, and the funds were to be used for the purpose of providing instruction in agriculture, including instruction in the use of agricultural machinery, the care and management of livestock, and the preparation for careers in agriculture.

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Area Schools--Conversion or Reconversion In Vocational Education in Agriculture


In recent years, notable changes have taken place in the high-school curriculum. Educators, in response to opportunities for increased economic security, have given increased attention to vocational education in our American public schools. In spite of phenomenal growth, many school areas do not have adequate facilities and equipment for vocational training at the present time. Our 25 years of tested experience in agricultural education leads us to believe that our students have made it clear that all phases of secondary education, including vocational, are intensively interrelated. School officials throughout the country have become increasingly aware of the need for the establishment and maintenance of an adequate organization that would be closely co-ordinated with the needs of the rural student, his family, supervision resources, and that would enable communities to exist or to grow in an area vocational school. Fortunately, this type of organization is not limited to the size of the school district, as it is the谓en for the provision of vocational education in a high school. The need for the establishment of this type of organization has been demonstrated, and the importance of this need is evidenced by the marked increase in the number of cases handled by the high schools in recent years.

A. K. Gemman

The need for this type of school can be understood in relation to a few statistics. In New York State since the turn of the century, the farm population has increased by more than 2,000 percent, and the number of people living in areas increased by more than 1,000 percent. This increase has been due in large part to the increased productivity of the agricultural phase of our economy.

In 1940, this is an enormous upsurge of agricultural and related services. However, it does not indicate the number of people who need vocational training for further development in this field. The need for this type of education will be at least as great, if not greater, in the future as it is now.

The need for vocational training in agriculture is greatly needed, time, so that employers can provide opportunities for employment for young people who can capitalize on their practical abilities, training, and aptitude.

It is the utmost importance in considering, in establishing, and in running a high school that school that effective adjustment be made to the needs of the school, that members of the school staff be knowledgeable in agriculture, and that the school be organized in such a way that it is the best school for the student who is entering the field.

We should realize at the 25 years. In any case, it is clear that the term "neat school" is not an adequate term for the new school, and that the term "new school" of the new term is a high school, with the term "new" being descriptive of the nature of the school and the term "school" being descriptive of the nature of the school.

Similar to Technical Institutes

Many professional associations in the United States and educational leaders in Canada and in the British Isles, in recent years, have attempted to establish vocational schools in agricultural education. Teachers and students in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. This is due in part to the increased productivity of the agricultural phase of our economy. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of agricultural education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of agricultural education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of agricultural education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education. There is little doubt that the majority of our students in high school today who were not born 40 years ago entered the field of vocational education, because they were aware of the need for the training of the future generation of farmers and teachers in all types of vocational education.
The California farm labor market has been highly favorable to the United States' economy and the state's political power. However, it is also true that the state's agricultural workers are often exploited and underpaid. In fact, according to the California Farm Labor Federation, over 50,000 farm workers are employed in the state, and many are migrants from Mexico and other Latin American countries. The workers are paid less than the minimum wage and are often subjected to long hours and hazardous conditions.

The California Farm Labor Federation is working to improve the working conditions of farm workers in the state. They have been successful in getting the state to increase the minimum wage for farm workers, and they are continuing to fight for better conditions and higher pay. However, there is still much work to be done. The federation is working to get the state to pass a bill that would give farm workers the right to form unions and to negotiate better wages and working conditions.

In addition to their work with farm workers, the California Farm Labor Federation is also working to improve the conditions of all migrant workers in the state. They are working to get the state to pass laws that would protect migrant workers from exploitation and abuse. They are also working to get the state to increase the funding for programs that help migrant workers, such as housing, education, and health care.

The California Farm Labor Federation is making progress, but there is still much work to be done. The federation is committed to fighting for the rights of all migrant workers in the state, and they will continue to work until all workers are treated with dignity and respect.
The Relation of the School Farm to the Instructional Program in Hawaii

FRANCIS C. AKO, Teacher, Kaimuki Intermediate School, Honolulu, Hawaii

Much has been written and said about the efficiency, profits, and production potential of the school farm. The subject has become so popular in recent years that it has been turned into an easily understood and rapidly growing field. The term "school farm" is a general term used to describe all types of agricultural education programs. A school farm is a piece of land set aside for the purpose of teaching students about agriculture. The school farm may be used for a variety of purposes, such as teaching students about crop production, animal husbandry, and soils and crops management.

The school farm is an essential part of the instructional program in Hawaii. The Department of Education has recognized the importance of the school farm and has implemented policies to support its development. The school farm is a valuable resource for students, teachers, and the community. It provides a hands-on learning experience, promotes skills development, and supports the local economy. The school farm is a model for sustainable agriculture and has the potential to contribute to the state's economic growth.

Seed Testing in Vocational Agriculture

J. MORRIS CHRISTY, Teacher, Interlochen Vocational School, Interlochen, Michigan

Our seed testing service was established as a result of a need for quality control in the seed industry. Seed testing is a critical component in ensuring the quality and integrity of seeds for farmers and gardeners. The service was established in response to a request from farmers and gardeners for a reliable and accurate seed testing service. The service was designed to provide farmers and gardeners with a reliable and accurate method for testing the quality of seeds.

The seed testing service was established in collaboration with the Michigan Department of Agriculture and Rural Development. The service was established in 1943, and since then, we have provided thousands of seed tests to farmers and gardeners. Our service has helped to ensure the quality and integrity of seeds, which has led to increased crop yields and improved economic conditions.

The seed testing service is an essential part of our vocational agriculture program. The service is a valuable resource for students in our vocational agriculture program. The service provides students with hands-on learning experiences, promotes skills development, and supports the local economy. The service has also helped to improve the quality of seeds and has contributed to the growth and development of the seed industry.

The success of the seed testing service is due to the dedication and hard work of our team of seed testers. The team is composed of experts in the field of seed testing, who have the knowledge and skills to provide accurate and reliable seed tests. The team is committed to providing the highest level of service to our customers. The team is dedicated to ensuring the quality and integrity of seeds, which has led to increased crop yields and improved economic conditions.
Conducting Adult Farmer Classes in Food Production War Training
P. C. DUNKELBERGER, Teacher, Kutztown, Pennsylvania

The survey referred to in (5) above, was conducted in the high school and the results of the survey and the conclusions of the previous meeting prepared jointly by the secretary and the chairman of the committee, as much as they were stressed and mimeographed and distributed to the members of the department of the high school. The survey indicated that the teachers and administrators of the various classes in the high school were not in daily contact with the teachers. In fact, it was hard to find enough time to even attend the meetings of the department of vocational agriculture. The main emphasis was on teaching the students to read and write and to think before the next meeting.

Instructing the Public
The secretary prepared an article along with the other teachers in the department of vocational agriculture. This article was to be distributed to all the teachers of vocational agriculture in the district and the secretary was to give the article to all the members of the department of vocational agriculture in the district.

Conclusion
I am truly convinced that the adult classes are not a problem in agriculture. They are a valuable asset to the community and the district.

Vocational Education in Agriculture for Returning Veterans

It is estimated that 1,600,000 indi-viduals will return from the armed forces and that about 50 percent of these individuals will return to farming. All vocational education in agriculture must provide an opportunity for these returning veterans to be trained in the practices of modern agriculture. The returning veterans can be trained in modern agricultural practice by providing them with a well-rounded program of education.

The returning veterans can be trained in modern agricultural practice by providing them with a well-rounded program of education. This program should include a wide variety of subjects, such as crop production, animal husbandry, and marketing. It is important that the returning veterans be provided with the opportunity to learn from experienced farmers.

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Farms and Farming Opportunities for Return- ing Servicemen and War Workers

F. W. LATHROP, Research, U. S. Office of Education

KNOWLEDGE of farms and opportunities in farming is basic to any program for establishing people in farming. The farm is one of the nation’s major resources, and one type of opportunity. A partnership or individual ownership may be better adapted than the farm operator who wishes to withdraw some of his responsibilities and a youngster may also like to assume them. A father-son type of partnership is especially desirable. Farming as a tenant presents another type of opportunity. A number of farms now for rent or likely to be for rent is essential.

Knowledge of farms for sale or to be sold affords opportunities to assist prospective farm buyers.

Some young men who wish to become established are short on farm experience or farm experience of the right kind. A knowledge of farms which offer opportunities for desirable experience as a farm laborer is now needed.

The purpose of this statement is to present a simple plan for discovering opportunities in farming, using Forms A, B, and C.

FORM A

INFORMATION ABOUT OPPORTUNITIES IN FARMING

NAME OF FARM: 

MAP LOCATION:

Year Operator Owner Opportunity* Date Open Placement (Name of Person)

19 19 19 19

19 19 19

*Indicates kind of opportunity by number as follows:

1. This farm can be purchased.
2. This farm can be rented.
3. This farm can be rented with an option to purchase.
4. Partnership.
5. Hired man (good job for experienced man or woman, or help bottom man).

FORM B

GENERAL INFORMATION ABOUT THE FARM

LAND USE: Acres in cranberry... in woods pastured... in woods not pastured... in farmlands, barns, etc. in other...

Total acres in farm:

CROPS

PRODUCTIVITY (Use indices that are available)

Kind Acres Average yield Total yield

Poinsett raising Costs

FORM C

FARMERS NEEDING PARTNERS, MANAGERS OR HIRED HANDS

A. Is there an immediate opportunity for a partner or manager on this farm?
B. Is there an immediate opportunity for a manager on this farm?
C. Is there an opportunity as hired help for a young man in school?
D. Is there an opportunity as hired help for a young man in school?

FARMSTEAD

Main house

Construction

Number of acres

Wheat supply

Barns

Electricity

Heating

Other dwellings

LIVESTOCK

Kind Head Production units

Production

Total P.U.

Optimal if production of other than crop indices are available. If either is not available as average yield but not as a tool.

SPECIAL:


SUGGESTIONS on the Use of the Form

It is assumed that these forms will be used by the teacher of agriculture students for a program which has a high degree of knowledge of the farms and farm types of the community and who are well distributed throughout the farm area. The rechecking of these forms each year can be done almost entirely at farm conferences of the teacher with individual members of the committee.

The forms are devised so that a minimum of time is required for its filling out and rechecking. Farm A should be filled out each year for every farm in the farm area which it can possibly afford an opportunity now or in the future. This rules out many small farms and part-time farms. Farm A has space for 10 years.

It is a sad day when there is no opportunity on a given farm, write in the name of the farm and the name of the crop and list on the line that will be a possibility for the future. This does not mean that the farm is no longer on the list, but that the farm is no longer on the list. Second, it is possible to gather the data on those farms by the method given here, but it is important to keep the data up to date. The data is a tool for the education of the farm, but it is not a substitute for the farm. It would be helpful to the teacher if the data was kept up to date. Second, it is possible to gather the data on these farms by the method given here, but it is important to keep the data up to date.
17th National F.P.A. Convention

The Future Farmers of America, the national organization of farm boys and girls, held a successful three-day convention which met September 9, 10, and 11 in Kansas City, Missouri. Attendance was limited to 400 attendees, the highest number who have attended previous conventions.

The members of the organization were highly interested in the presence of the Honorable Claude R. Wickard, Secretary of Agriculture, who was on hand to address the convention on Monday, October 19. This day was designated National F.P.A. Day and chapters throughout the United States were on hand to broadcast the address over radio stations.

The convention, known as the National Public Speaking Contest, was one of the events of the convention. The following boys were honored in this contest:

- First Place—Vince Oster, Alto, Georgia; "The Victory Farmers"
- Second Place—John Packard, Mishawaka, Indiana; "From Soil to Seed"; Third Place—Harold A. Kitter, Middletown, Maryland; "Bugs, Diseases and the Greenhouse Man"
- Fourth Place—Paul A. Anderson, Grand Haven, Michigan; "Agricultural Outlook and Policy";
- Fifth Place—John A. Butler, Lebanon, Illinois; "The War Effort"; and the six runners-up were John S. Blake, Humboldt, Illinois; Joan B. Clarke, Columbus, Georgia; Vine D. Clark, Heppner, Oregon; John D. Cleary, New York; John E. Clark, West Orange, New Jersey; and John E. Doherty, Silverton, Oregon.

Boys of the Rock Ridge, North Carolina, Department, are looking forward to the opportunity of winning the national championship in the Public Speaking Contest. They have a 4,000 member student body in their student body. This year they will be one of the three largest in the nation. They have been chosen to represent the state of North Carolina in the national championships.

The contest was held in the city auditorium and was judged by a panel of judges appointed by the national organization. The boys were given 15 minutes to present their speeches. The judges were: John E. Davis, President of the National F.P.A.; Samuel E. Beall, Professor of Speech at the University of Iowa; and Albert S. Hargis, President of the University of Oklahoma.

The following are the awards presented to the boys:

- First Place: John J. Oster, Alto, Georgia; "The Victory Farmers"
- Second Place: John Packard, Mishawaka, Indiana; "From Soil to Seed"
- Third Place: Harold A. Kitter, Middletown, Maryland; "Bugs, Diseases and the Greenhouse Man"
- Fourth Place: Paul A. Anderson, Grand Haven, Michigan; "Agricultural Outlook and Policy"
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Boys of the Rock Ridge, North Carolina, Department, are looking forward with interest to the opportunity of being a part of the school's future.
Chapter Supply Flies to Keep Sailors Afloat


INTERPRETING literally the Future Farmer’s motto “Living to Serve,” a group of college students has collected enough milkweed pupae to fill 450 gallon tanks. Their careful planning and group cooperation in preparing the Ohio Flyer for publication will help answer the need for milkweed plants when most are needed. The boys a set a goal of 600 gallons per gallon tank to stimulate competition among the state universities. The first few weeks picking the fresh plants were harn for the partying crowds; classes in agriculture and chemistry are preparing the food to feed the tans, and instructions to students provided care.

A project showing 170 days until last, 350 days, the 180, and 180 days, exhibit the collection of milkweed clover in 600 gallons. The largest individual collection was 68 gallons.

The ponds, when delivered to the War Hawk Industries, will nest the club $160 be used in building a better functioning organization.

Banquet Balaner

Toomer: Ladies and gentlemen, show me where my chair is. Open the door, or I may stand at the door.

The following is a list of suppliers in my "How to Keep Milkweed" for the two years, 1940 and 1941:

- Milkweed Nursery, 10 c.c. per gallon, 10 c.c. per pound, 10 c.c. per quart, 10 c.c. per gallon, 10 c.c. per gallon.
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