“When we have done our best, we may await the result without anxiety.”

—Anonymous
Editorial Comment

When the war is over and our service men, women, and children come home, what shall we do for them? Will our communities be able to use their services or not? Will they be able to find productive employment or will they become a burden? These are important questions that will determine the future of the wartime economy.

The federal government has passed the GI Bill which provides for returning service men and women. The bill is designed to help them adjust to civilian life and to find productive work. It offers various forms of assistance such as education, vocational training, and employment opportunities.

But beyond the GI Bill, what can we do to help them find a meaningful future? We need to think about how we can use the skills and talents of our veterans to strengthen our communities.

This issue of the Agricultural Education Magazine features articles on returning veterans and their role in building strong communities. We hope that these articles will inspire you to find ways to support our returning veterans.

You MUST Read This

This issue of the Agricultural Education Magazine features articles on returning veterans and their role in building strong communities. We hope that these articles will inspire you to find ways to support our returning veterans.

You MUST Read This

This issue of the Agricultural Education Magazine features articles on returning veterans and their role in building strong communities. We hope that these articles will inspire you to find ways to support our returning veterans.

You MUST Read This

This issue of the Agricultural Education Magazine features articles on returning veterans and their role in building strong communities. We hope that these articles will inspire you to find ways to support our returning veterans.

You MUST Read This

This issue of the Agricultural Education Magazine features articles on returning veterans and their role in building strong communities. We hope that these articles will inspire you to find ways to support our returning veterans.
Criteria for the Establishment of Departments of Vocational Agriculture

S. S. SUTHERLAND, Teacher-Trainer, Sacramento, California

During the war period there was a tremendous growth of high schools in rural areas that were established to discontinue the vocational training of pupils in vocational agriculture. Many school districts have found that they cannot continue these programs until the war is over, or until the time when teachers can be available. It is expected, therefore, that many state and local school administrative officials, in the immediate postwar period, will be confronted with the necessity of deciding whether or not to establish or re-establish such departments in their respective schools.

Not only will state supervisors and superintendents face the problem of whether to approve the establishment of departments of vocational agriculture on the part of schools, but the pupils themselves will have to make decisions as to the order in which applications will be considered. These decisions may have to be deferred before they can be made. The Board of Supervisors of the State Department of Public Instruction has determined that the criteria which should be applied to the evaluation of the vocational agriculture departments in schools shall include:

1. The number of faculties and students enrolled in vocational agriculture courses.
2. The quality of the faculty, including the qualifications and training of the teacher.
3. The adequacy of the equipment and facilities available to the department.
4. The success of the department, as evidenced by the number of graduates who have obtained successful positions.
5. The community support for the department, as evidenced by the participation of local businesses and organizations.

These criteria should be considered when evaluating the effectiveness of vocational agriculture departments and should be used by school administrators and supervisors in making decisions about the establishment or re-establishment of such departments.
A Complete Program of Vocational Agriculture for Every Rural Community

JONH N. LOWE, State Supervisor, Charleston, West Virginia

The farm population of any community is conditioned in large part by the condi-
tions of children, youth, and adults. Practically all of the children and youth in a
community go to school; a large majority of the adults in a community are in school;
and the vast majority of the adults of a community are in school for some part of each
year. Each of these groups has its own problems and experiences.

A program of vocational education in agriculture is conceived primarily with the
youth, both in school and out of school, and with the adults. If a program is to render maximum service to the farm people it must include adequate
instruction for each of these groups.

Since the beginning of vocational edu-
cation in agriculture as a part of our educational system, emphasis has been placed on instruction for the farm boy. Very few of the better agricultural
states have given increasing attention to the education of farm girls and the
provision of educational facilities for them. Many evening schools and classes in agriculture. The state of New York is in a group of states on which have left the full-time school age. This has produced a situation in which even the most efficient programs in agricultural education in varying degrees of responsibility from the local school board to full ownership and management.

The In-School Group

Each school that offers instruction in agriculture must provide adequate facilities for the practical instruction in the use of the farm, the library, equipment, and supplies.

The chances that many students of vocational agriculture were additional to existing schools in rural communities. Many of these schools were to be used in the classes in agriculture, including farm machines and livestock work. In many of the cases, however, the school board was not able to provide the facilities necessary to make this type of instruction possible. In some cases, the facilities that were provided were too small to allow for the full development of the program.

Outside-School Young People

This group includes the farm boys who are not in school. Some were graduated from high school and are now working on their farms. Some of them are boys who are working on the farm but who are not attending school. The majority of this group are from the ages of 14 to 18 years, and many never attended in vocational education.

The majority of these young people have been exposed to the practical world of agriculture and have had opportunities to learn about it. Some of them may be interested in continuing their education in agriculture, but many seem to be content with the opportunities they have already had.

During the past 30 years, the majority of these young people have been exposed to the practical world of agriculture. Many of them have developed an interest in agriculture, but few have had the opportunity to continue their education in this field. The majority of these young people have been exposed to the practical world of agriculture, but few have had the opportunity to continue their education in this field.
The Place of Animal Breeding in the Program of Vocational Agriculture

Methods of Teaching

G.P. DEVOE

THE AGRICULTURAL EDUCATION MAGAZINE

H. W. CHAPMAN, Teacher, Winner, Wisconsin

A Filing System

O. J. SEYMOUR, District Supervisor, Anchorage, Wisconsin

Every year I begin teaching agricultural students in my school to consider the value of a filing system for the body of work which is created during the program of vocational agriculture. As a result of my experiences, I believe that a simple filing system is an integral part of the program.

This year I have decided to use a simple filing system for the storage of farm data. I have found that this system is very useful in keeping track of the various records and forms that are generated during the course of the program.

The system I use is a simple filing system. It consists of two main parts: a filing cabinet and a set of folders. The filing cabinet is used to store all of the records and forms that are generated during the program. The folders are used to organize the records and forms into specific categories.

I find that this system is very helpful in keeping track of the various records and forms that are generated during the program. It also makes it easy to find the information that I need quickly.

In conclusion, I believe that a simple filing system is an integral part of the program for vocational agriculture. It is a simple and effective way to keep track of the records and forms that are generated during the program. I strongly recommend that all vocational agriculture programs adopt a simple filing system for their records and forms.
Follow-Up Visit With a Graduate
FRED J. HURST, Director of Information, Farm Credit Administration, New Orleans, Louisiana

From-the Saunders' Farm
Alden H. Saunders, a member of the F.F.A. chapter at Louisiana State University, has been visiting his old home, and he was very much interested in the agricultural progress being made on his old farm during his absence. He says that the farm is doing very well and that the crops are good. He also commented on the quality of the livestock and the progress being made in animal husbandry.

Alden Saunders is a past member of the F.F.A. chapter and has been actively involved in agricultural education and development. He is currently serving as a teacher at a local high school and is dedicated to passing on his knowledge and experience to the next generation of farmers. He encourages young people to pursue careers in agriculture and to continue the family tradition of farming.

The Saunders' Farm is known for its diverse range of crops and livestock, including corn, soybeans, cotton, cattle, and hogs. The farm is well-managed and is a model of sustainability and environmental stewardship.

The following is a summary of the Saunders' Farm:

<table>
<thead>
<tr>
<th>Crop</th>
<th>Yield (Bushels/Acre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>150</td>
</tr>
<tr>
<td>Soybeans</td>
<td>40</td>
</tr>
<tr>
<td>Cotton</td>
<td>1,500</td>
</tr>
<tr>
<td>Cattle</td>
<td>30</td>
</tr>
<tr>
<td>Hogs</td>
<td>20</td>
</tr>
</tbody>
</table>

The Saunders' Farm is operated by Alden Saunders and his family, and they are committed to providing quality products and promoting sustainable agricultural practices. They believe in the importance of education and work closely with local schools and extension agents to share their knowledge and experiences with future farmers.

Alden Saunders encourages young people to pursue careers in agriculture and to continue the family tradition of farming. He believes that agriculture is a rewarding career and that it provides a strong foundation for a successful future.

The Saunders' Farm is a testament to the hard work and dedication of Alden Saunders and his family. They are committed to providing quality products and promoting sustainable agricultural practices, and they serve as an inspiration to future generations of farmers.
A Continuing Young-Farmer Program

F. B. HOUGHTON, Teacher, Maryville, Missouri

There are still enough farm boys left in most communities to make a continuing young-farmer class. The first year I taught a young-farmer class was last year. We have had a good crop of young farmers since then. I feel that this class will increase in the years to come.

The young-farmer class has been conducted by the previous teacher of vocational agriculture. We have had a great deal of success in keeping them going.

I. Young-Farmer Class - The best method to teach vocational agriculture is to teach it to your students. The students are the best method of teaching them. The students are the best method of teaching them.

II. Surveying Schools - A survey of all the schools in the county will show the number of children attending school. The survey will show the number of children attending school.

III. Data on Young-Farmer Classes in Missouri, 1949-49

Table: Data on Young-Farmer Classes in Missouri, 1949-49

<table>
<thead>
<tr>
<th>Class</th>
<th>Total number of classes</th>
<th>Total enrollment</th>
<th>Total enrollment by years</th>
<th>Average attendance at each meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>65</td>
<td>165</td>
<td>1939, 1940, 1942</td>
<td>53</td>
</tr>
<tr>
<td>Class</td>
<td>45</td>
<td>135</td>
<td>1941, 1942</td>
<td>48</td>
</tr>
<tr>
<td>Class</td>
<td>30</td>
<td>90</td>
<td>1943, 1944</td>
<td>38</td>
</tr>
<tr>
<td>Class</td>
<td>20</td>
<td>60</td>
<td>1945, 1946</td>
<td>32</td>
</tr>
<tr>
<td>Class</td>
<td>10</td>
<td>30</td>
<td>1947, 1948</td>
<td>24</td>
</tr>
</tbody>
</table>

IV. Conclusion

In conclusion, the young-farmer class has been successful in most communities. The students are the best method of teaching them.

WATSON ARMSTRONG

THE AGRICULTURAL EDUCATION MAGAZINE, April, 1945

The A Long-Time Young-Farmer Program in Missouri

L. E. MORRIS, Teacher, Marshall, Missouri

Nearly 10 years ago a group of young farmers in Missouri began to plan the form that vocational agriculture in Missouri would take. The group consisted of a few farmers who were interested in vocational agriculture and who wanted to see something done about it. They met in Marshall and decided to try their hand at organizing a young-farmer program. They met at the Marshall High School and discussed the problems of organizing a young-farmer program.

The planning committee divided the meeting into educational and social recreational groups. The educational group was divided into the following groups:

1. The youth group, which was started by the students.
2. The youth group, which was started by the students.
3. The youth group, which was started by the students.
4. The youth group, which was started by the students.
5. The youth group, which was started by the students.
6. The youth group, which was started by the students.

The planning committee met several times during the summer and fall to discuss the possibilities of the young-farmer program. They decided to start with a small group and see how it worked. They met at the Marshall High School and discussed the problems of organizing a young-farmer program.

V. Conclusion

The young-farmer program has been successful in Missouri. It has brought a lot of farmers together who were interested in vocational agriculture. It has given the young farmers a chance to learn about the different aspects of agriculture and to get to know each other. The young farmers have enjoyed themselves and have learned a lot.

THE AGRICULTURAL EDUCATION MAGAZINE, April, 1945

Agriculture Nursing

(Continued from page 3)

Let's have free milk. (Selection of breeding stock; Objectives of market development)

Problem 1: How should the breeder's cooperative look in the future? (Selection of breeding stock; Objectives of market development)

Problem 2: What should we expect to get for our seed, or if we want to sell it? (Selection of breeding stock; Objectives of market development)

Problem 3: What breeds should be followed that are the most successful for the most successful in agriculture? (Selection of breeding stock; Objectives of market development)

Problem 4: What records will be needed to help us make more intelligent decisions? (Selection of breeding stock; Objectives of market development)

Problem 5: How should the breeding methods be followed to meet the needs of the industry? (Selection of breeding stock; Objectives of market development)

Vocational Agriculture II

Opinion: To analyze the performance of breeding animals of previous years? (Selection of breeding stock; Objectives of market development)

We have to develop the breeding methods to meet the needs of the industry. (Selection of breeding stock; Objectives of market development)

Doe's judgment: Any specific selection and breeding methods? (Selection of breeding stock; Objectives of market development)

Eads' opinion: What criteria should be used to evaluate the performance of breeding animals? (Selection of breeding stock; Objectives of market development)

Eads' opinion: We have to develop the breeding methods to meet the needs of the industry. (Selection of breeding stock; Objectives of market development)

Problem 1: How should the breeding methods be followed to meet the needs of the industry? (Selection of breeding stock; Objectives of market development)

Problem 2: What breeds should be followed that are the most successful for the most successful in agriculture? (Selection of breeding stock; Objectives of market development)

Problem 3: What should we expect to get for our seed, or if we want to sell it? (Selection of breeding stock; Objectives of market development)

Problem 4: What records will be needed to help us make more intelligent decisions? (Selection of breeding stock; Objectives of market development)

Problem 5: What breeds should be followed that are the most successful for the most successful in agriculture? (Selection of breeding stock; Objectives of market development)
Planning for Returning Students
Who Want to Farm
HENRY M. DAVIS, Teacher, Berryville, Virginia

P L A N N I N G must be the key to where the returning farmers return. This goes for both the student and the teacher. Each year in the spring the same old question is asked, "Will you be back next year?" The new teachers who enter the program are always trying to do things different and come up with ideas and things that have never been done before. It is the old question of "What is new and different?"

A school's program is only as good as the agricultural program is. This has been proven in the past. Many have been outgoing and the students have been taught to take the initiative and do something different. This has been the case with the agricultural program. The students have been taught to take the initiative and do something different.

The new teachers who enter the program are always trying to do things different and come up with ideas and things that have never been done before. It is the old question of "What is new and different?"

The best teaching opportunities probably lie within the young farmers. Many of these young farmers have other hobbies in their spare time and use the farm as a passion project. Some young farmers are more motivated to make improvements on the farm as a business venture than most other farmers. They are more likely to use new technology and can make recommendations more readily than most other farmers. The teaching opportunities for young farmers should be broadened upon farm management practices that are as advanced and improved as improved breeding of animals and crops, and integrated pest and soil management practices. These opportunities are available for new farmers and can be used to improve farm management practices.

Planning with Parent Volunteers
The best teaching opportunities probably lie within the young farmers. Many of these young farmers have other hobbies in their spare time and use the farm as a passion project. Some young farmers are more motivated to make improvements on the farm as a business venture than most other farmers. They are more likely to use new technology and can make recommendations more readily than most other farmers. The teaching opportunities for young farmers should be broadened upon farm management practices that are as advanced and improved as improved breeding of animals and crops, and integrated pest and soil management practices. These opportunities are available for new farmers and can be used to improve farm management practices.
Studies and Investigations

Farming Opportunities for Veterans in Coos County, Oregon

TED T. KRISCH, Teacher, Myrtle Point, Oregon

Facts presented in this article were obtained during a survey of veterans of World War II who have returned to dairy farming in the Coos County area of Oregon. The results are based on the experiences of 16 veteran dairymen who have returned to dairy farming in this area. The survey was conducted during the past year and is intended to be a preliminary study of the experiences of veterans who have returned to dairy farming in the Coos County area.

Opportunity Operators

The number of times farms changed hands indicates to some degree the opportunity for youth to begin farming. The number of times farms changed ownership, as well as other operator replacement programs, is an important factor in determining the opportunity for youth to enter farming.

Shop by Crater

Many veteran dairymen were interviewed on their experiences in farming by the writer during the past year. Two of the most outstanding experiences of these veteran dairymen were:

Shop by Wakeman

The greatest handicap I have in putting the facts and information on dairy farming in the Myrtle Point community together is that I have not had the opportunity to use the facilities and equipment of the farm during the last 10 years and the average dairy farmer finds it difficult to do so. By 1940 all buildings, sheds, and equipment were in good condition and the barns were able to accommodate a variety of livestock. The equipment was adequate for the needs of the farm. The cow barns were large enough to accommodate the needs of all the dairy farmers.

Animal Breeding

Vocational Agriculture IV and V

Objective: 1. To understand the biological basis of heredity.

Problem 1: What is the objective of vocational agriculture in the classroom? (See page 30)

Problem 2: What are the systems of male and female reproductive systems that are used in agriculture? (See page 30)

Problem 3: What is the objective of vocational agriculture in the classroom? (See page 30)