The American system of free and democratic public education is one of the principal things for which we are fighting. Without the active participation of those who are now part of it, we cannot win the war.

—Senator Elbert D. Thomas
Editorial Comment

Former Editors and Business Manager

H. M. Hamlin
Shumen Dickson

Carrie Hammonds
Ray Chey

H. M. Byram
W. F. Stewart

Growth

This Agricultural Education Magazine has made rapid and consistent growth from its beginning in 1939. It has become the foremost periodical in agricultural education in the United States. In the beginning there were less than 3,000 subscribers. In 1941, 12 years later, the circulation reached 7,558.

According to the business manager's 1941 report every teacher of agriculture, teacher-trainer, and supervisor in 30 states were subscribers. In 31 states 75 percent or more of those connected with vocational education in agriculture are subscribers.

The magazine has not only grown in circulation but also in scope of teacher participation. It is in teachers' magazines and has become the meeting place which teachers pool their experiences and points of view. On the average during the past five years, teachers, teacher-trainers, and supervisors from 41 states have annually contributed to the pages of the magazine. In the last five years every state but two in the union and Puerto Rico has submitted and published one or more articles.

Three large categories for the magazine's circulation growth in circulation and teachers' participation are its five former editors and the business manager.

Dr. H. M. Byram, then of Iowa, now of Illinois, served as the first editor from 1929 to 1939. Dr. Shumen Dickson of Missouri took over in 1939 and served until 1942. Dr. Carrie Hammonds of Kentucky carried on from 1942 to 1943. Dr. Ray Chey of New York served from 1943 to 1945. Mr. H. M. Hamlin, Mr. Shumen Dickson, and Dr. Carrie Hammonds have served as assistant editors and have had their writings featured in the magazine. Mr. W. F. Stewart has served as business manager, and his efforts have contributed greatly to the magazine's growth and success.

Taking Over

The present editor is beginning to understand and to appreciate the fine contributions of the former editors to the magazine. We are impressed by the effort and energy that they must have put into the publication.

Dr. Byram has been most generous with his time in advising and assisting us in taking over the responsibilities of editor. He has set a standard that is a challenge to those of us who are to follow him. His advice and help during the year will be appreciated.

Our Responsibility

No person has ever taken over the responsibility of editing a magazine with a greater sense of humility than the present editor. We are encouraged by the expression of confidence of the editing-managing board and the many evidences of cooperation on the part of special editors, teachers, and other workers in vocational education in agriculture. These expressions of confidence and evidences of cooperation inspire us to undertake the task with enthusiasm and with a high sense of responsibility.

Contributions

The magazine belongs to teachers, teacher-trainers, and supervisors in vocational education in agriculture. It will be of good use to you make it. Write for the magazine. Write articles about your instruction program, about your club, about your pupil education in agriculture and plans and for the summer and for the works of school and especially at this time. In this, write about anything that you think will help teachers, teacher-trainers, and supervisors to become more effective in instructing the rural youth and the farm people of the United States. There are few in this field of education who do not want a worthwhile contribution to make.

Presenting the Special Editors

The special editors of this magazine rendered an important and worthwhile service. Their function is to stimulate you to contribute articles for the magazine, to edit the articles, and to pass them on to the editor with suggestions about their use.

The high quality of articles appearing in the magazine is evidence of the effort, energy, and good judgment of the editors of these sections. Some of these men have served a long period while others have been on the staff for only a short time.

Mr. A. W. Tenney has accepted appointment as special editor of the Future Farmers of America Section. Mr. Tenney is Assistant Teacher-Trainee at the University of Florida, Gainesville, Florida. He is a graduate of the University of Florida and of the Ohio State University. He has done advanced graduate work at Cornell University and New York University. Mr. Tenney is well qualified as special editor for
IT is a privilege for me to appear before you tonight as leaders in the field of agricultural education, research, and extension. We are here to discuss the problems of agricultural planning for defense.

Our Hands Are to the Plow.

Our hands are to the plow, there can be no turning back except at the courts of law, the courts of legislation, and the courts of ultimate resistance or defend and surrender.

We approach our war effort with an agricultural plan comparable to many in our physical farm resources or in the resources of the armed services. Our total crop land, our farm population, our green lands and woodlands are about the same, but the location and character of these differences have changed so greatly.

Owing to mechanization, about 50 million acres of the total are devoted to crops, and the feed crops are being used for both food and fiber.

We have at least 40 million more acres to forward, 50 million more of our own people and 10 million more of our neighbors.

Our hands are to the plow, and we are working to develop a stronger and more efficient country.

Our goals with respect to some items of agriculture are not at all different from what we would like to produce and use. All that we need to do is to develop a strong and efficient country that can stand up and speak out for the interests of ourselves and our neighbors.

All-Out Enlistment of Farmers Called For.

The implications of this whole situation are very important and significant. For one thing, it means that as a result of this crisis, every farmer in the country should be considered for enlistment in our armed forces, and every farmer should be considered for enlistment in our armed forces.

We do not want to repeat the tragic mistakes of the first World War when we allowed the men to go to the front and leave the farms untended. We should not make the same mistake again.

This time we are determined, in order to maintain the productive capacity of our farm land and to increase the production of our farm land, to take this large opportunity to enlist every farmer and every farm family in this war effort.

In order for the resources of this nation to be utilized to the fullest extent possible, we must enlist every farm family and every farmer in this war effort.

Post-Defense Planning.

I quote from the introduction to the "Manual for Post-Defense Planning" published by the Department of Agriculture:

"The purpose of this work is to provide a foundation for the post-defense planning of communities, states, and the nation. The emphasis is on principles and procedures that will enable communities, states, and the nation to adapt themselves to the changed economic, social, and political conditions that will result from the termination of the war."

The work is based on the assumption that communities, states, and the nation will have to adjust to new conditions and that the adjustment will be more difficult than in the past because of the unprecedented scope and intensity of the war effort. The work is intended to provide a framework for the development of a post-defense plan that will enable communities, states, and the nation to adjust to the new conditions and to make the transition from war to peace.

The work is divided into three sections: the first section provides a general introduction to the problem of post-defense planning; the second section provides a framework for the development of a post-defense plan; and the third section provides specific guidelines for the development of a post-defense plan.

The work is intended to be used as a guide for communities, states, and the nation in the development of their own post-defense plans. The work is also intended to be used as a resource for educators, planners, and others who are interested in the problem of post-defense planning.

The work is available from the Division of Community Development, United States Department of Agriculture, Washington, D.C., at a cost of $2.00 per copy.
Methods of Community Co-operation

RALPH A. DIXON, Teacher, Clinton, Georgia

COMMUNITY CANNING PLANT IN OPERATION

VOCATIONAL agriculture had its beginning in Evans County, in March, 1938. The department was located in the county high school and I was the first teacher. I felt that the first step was acquiring the privilege of the principal's office.

On the first Tuesday after I arrived I met with the county board and explained the aims and purposes of vocational agriculture and discussed with them the need for the most needed project of the county. I began by making a survey of the county. I started the project, the living conditions, the crops cultivated, and the amount of foods for home consumption.

After the survey I realized that few people were conserving the excess foods produced on their farms. At the next meeting I presented these facts and showed the necessity of a community canning plant. After some discussion the board voted unanimously to build one. I told them that they were doing a great deal of good. The canning plant was equipped with the latest machinery and was ready to start on the first day of June. The response was quite gratifying. We canned, during the first year, 10,000 cases of various kinds of fruits. All the canning was done at home, and every member of the family did their share. We operated the canning plant in this location for the next two years with a steady increase in the number of cans and families served. The last year we canned 37,000 cases of 3.54 bottles of canned goods and served 185 families.

The canning plant was designed to increase the value and importance of vocational agriculture and was absolutely necessary to the working conditions and equipment. As a result, the canning plant increased the value of the local community in education, temperature, and maintaining a community central building large enough to house a community central building large enough to house a community central building that can be used throughout the year. The canning plant was used by the middle-schoolers, and the community board cooperated willingly. We won a competition for the most outstanding co-operative in the Georgia State Vocational Agricultural Contest.

On January 31, 1941, we moved into the new building, which was specially constructed, and equipped at a cost of $20,000. It was a tremendous improvement, and the building was used for community recreation and educational purposes. The building had a large community room, library, and outdoor facilities that were used by the community for educational and recreational purposes.

The building was constructed in 1939, at a cost of $20,680, in 1938. The average size of the area was 1,500 acres, with 157 acres in cotton. Total land in cotton was 1,500 acres, as compared with 986,771,016 acres in 1938. Farming increased during the first half of the decade; 1940, the number of farms increased to 1,600,000. Small farms were the most common type of farm, and the number of farms in the state increased to 1,600,000. Small farms were the most common type of farm, and the number of farms in the state increased to 1,600,000.

The number of small farms increased from 2,991,046 in 1938 to 3,01,046 in 1940, and the number of small farms increased from 1,524,046 in 1939 to 2,041,046 in 1940. The number of tenants increased from 2,646,365 in 1930 to 3,261,271 in 1940, a large part of this decrease being due to the decrease in the number of small farms.

Seven years ago, about 25 percent of all farmers were tenant farmers, and the proportion increased during the next 50 years to 1940, about 42 percent of all farmers were tenant farmers. In 1940, the number of tenant farmers decreased to 2,526,046, in 1940, a large part of this decrease being due to the increase in the number of tenant farmers.

27,000 sharecroppers in 1938 and 31,000 sharecroppers in 1940. Farmers were now earning more than before the war, and the number of sharecroppers had decreased from 7,000,000 to 5,000,000.

Census returns indicated there were 1,000,000 farms in 1940, as compared with 1,200,000 in 1930, although the total number of workers and land, 47,000,000 and 470,000,000 respectively, had increased from 17,611,905 to 13,082,863 during this 15-year period.

M. CLEMENTS, Regional Agent (Southern) U. S. Office of Education, Washington, D. C.

Struggle of Co-operators over

I am going to be bold enough to say that I think the real struggle of co-operators is about over. There are many reasons why this is so. Among them I wish to give credit to the efforts of vocational agriculture in the state.

The state of North Carolina has had many examples of Community Co-operatives. I would like to give you a glimpse of some of the cases that have been successful.

At Troy there is a Pool Cooperative Marketing Association that was organized in 1924. Its members were at first evening-class members and farm boys in the area. The marketing association was organized in 1924. It had 40 members and it was successful. It was the first cooperative in the state that started its own business.

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Missouri

Now let’s take a look at the cooperative movement in the state of Missouri. Missouri is divided into three districts. This district has a farm cooperative that is organized called the Farmers Cooperative Society of Cotton. The cooperative consists of 1,000 farmers. It is organized called the Farmers Cooperative Society of Cotton. The cooperative consists of 1,000 farmers. It has 340 members and it is successful. The cooperative has a membership of 4,000 co-operatives per year. Over 20,000 cases were put up in 1940.

The Roseland Produce Association was organized under the laws of North Carolina in 1940. It has 480 members and it is successful. In 1940, it shipped 280,000 cases of vegetables and 5,750 cases of tomatoes. The association raised 5,750 cases of tomatoes. The association raised 5,750 cases of tomatoes. The association raised 5,750 cases of tomatoes. The association raised 5,750 cases of tomatoes. The association raised 5,750 cases of tomatoes.
Supervised Practice in Farm Shop

W. R. TABB, Teacher Education, University of Kentucky

Supervised practice is as essential to attaining vocational proficiency in farm shop as it is to attaining proficiency in other phases of vocational agriculture. It is necessary to develop satisfactory vocational proficiency. If the teacher is to be effective, then he must prepare the teacher for the responsibilities of this phase of the work. In the following list of farm shop objectives, the teacher should indicate the necessity for better farm shop practice.

Supervised practice is essential to attaining vocational proficiency in farm shop as it is to attaining proficiency in other phases of vocational agriculture. 1. Class time allotted to farm shop in vocational agriculture is too short to adequately develop satisfactory vocational proficiency. If the teacher is to be effective, then he must prepare the teacher for the responsibilities of this phase of the work. 2. Many valid farm shop objectives can be reached only by teaching the farm shop. Other objectives can be only partly reached in the school shop. The following list of farm shop objectives should illustrate the necessity for better farm shop practice.

Develop the ability and attitude necessary to:
1. Make managerial decisions about farm shop work.
2. Select and secure tools and materials.
3. Use tools and materials in a safe and reasonable manner.
4. Supervise the work of others doing farm shop work.
5. Provide facilities for doing farm shop work.
6. Select and secure tools and materials.
7. Supervise the work of others doing farm shop work.

Division Improvement Project Supplementary Practice
1. Carpentry Building machinery shed Installing drooping board and vices
2. Small tool maintenance Cleaning, sharpening, and maintaining small tools on the farm Fitting circular saw
3. Farm machine repair Overhauling and repairing the machinery Replacing engine in own plow
4. Plumbing Installing home water systems Repairing pitcher pump
5. Electricity Wiring out buildings for lights Testing time clock in poultry house
6. Concrete and masonry Building stock water tank Patching plastering in
7. Painting and finishing Painting the farmhouse Whitewashing yard fence
8. Leather and rope work Cleaning, oiling, and repairing the farm harness Splicing hay-rake rope
9. Farm motors Operating and servicing tractor thru the summer Changing oil in the family car
10. Fencing Building and hauling a gate
11. Land engineering Filling a drain Field
12. General Building and equipping a shop

This North Carolina Young-Farmer Class includes various shop activities in its program

Community-Operatives

Arkansas is full of small co-operatives that are sponsored by the teachers of the schools. At Clayton, the Co-operative Seed Crushers Association collected 15,000 pounds of seed on the farm; the Cooperatives of the Southern States Association sold 75,000 pounds of seed to local farmers; and at these localities, the small co-operative association has been organized and is doing a splendid job. At Clayton, the Co-operative Seed Crushers Association collected 15,000 pounds of seed on the farm; the Cooperatives of the Southern States Association sold 75,000 pounds of seed to local farmers; and at these localities, the small co-operative association has been organized and is doing a splendid job.
The title of this article should catch the eye of every teacher of agriculture who has a problem of getting new students. It should also be of interest to many students in the ninth and tenth grades. The demand for more farmers is greater than ever before, and yet the number of farm boys who are going into agriculture is decreasing. The problem is not new, but the urgency of the situation is now more than ever before. The solution to this problem is not easy, but it is not impossible. There are several ways in which we can encourage more farm boys to enter the agricultural field. One way is to make agriculture more appealing to them. We can do this by providing them with more information about the opportunities available in agriculture, and by showing them the many different careers that are available in the field. Another way is to provide them with more support and guidance as they make their decisions about their future. We can do this by involving them in agricultural activities and by providing them with opportunities to learn more about agriculture. Finally, we can do more to make agriculture more appealing to them by creating a more positive image of the farm life. If we can do these things, we can help to ensure that more farm boys enter the agricultural field and help to solve the problem of the shortage of farm workers.
Farm Mechanics
L. B. POLLOM

Housing and Equipping the Shop for Farm Mechanics
A. C. KENNEDY, Department of Agricultural Engineering, Ohio State University

Fuller should be used when building the building fixtures and equipment desirable for teaching farm mechanics to boys and farmers. It is obvious that we should determine the present and future needs of these boys and men for understanding and using this kind of work.

We must be consistent in our mechanical work and the equipment used in it. In the building of the shop, we should start with the needs of the boys and ourselves, and then develop the needs of the farmer when correct.

The location of the shop will be of primary importance. The shop is a place where boys and men will want to spend a lot of time. It is a place where they will learn to do things for themselves and others.

Shop should be divided into three parts: work, storage, and power. Work space should be at least 20 inches wide and 5 feet long. Storage space should be at least 20 square feet. There should be no space for power equipment. The shop should be at least 10 feet square and have a height of at least 8 feet.

The shop should be located on a level site with a good drainage system. It should be well insulated and have good ventilation. The floor should be concrete or tile. The walls should be painted white or light colors. The roof should be sloped to allow for rainwater to drain off.

The shop should be equipped with a good workbench, a table saw, a drill press, and a lathe. There should also be a good supply of tools and materials.

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Current Activities in Disseminating Information Concerning Research

R. M. STEWART, Teacher Education, Johnstown, New York

The situation in this field is still deplorable after seven years of remedial action taken largely by the WPA, the Farm Security Administration, and other government agencies. The 1940 census reports indicate that only 5 percent of the farmers have obtained any information regarding the needs of their farms. The farmers are being helped in some instances by means other than planning committees to determine what are their needs and to suggest possible ways of meeting these needs and the problem is to attempt to set the machinery in motion for seeing that the needs are supplied.

How Will We Feed Rural People?

Still another field is that of nutrition, a problem that touches upon the interest of almost every one of the people who grow the food or buy the food. The paramount question is, How will we feed the future population? How will we feed the 500 million people who will be living on this earth in 1950? How will we secure for the poorest sections of the population of the present population, even the poorest, the same food supply that we have today? The problem is one of nutrition, and unless we solve it, we shall starve.

The question of nutrition is connected with the problem of agriculture, which is the economic basis of the food supply. The problem of nutrition is also connected with the problem of health, which is the economic basis of the food supply. The problem of nutrition is also connected with the problem of education, which is the economic basis of the food supply. The problem of nutrition is also connected with the problem of social control, which is the economic basis of the food supply.

In this paper, I shall try to show that the problem of nutrition is not a new one, but that it has been with us always, and that we have always been neglecting it. The problem of nutrition is not a new one, but that it has been with us always, and that we have always been neglecting it. The problem of nutrition is not a new one, but that it has been with us always, and that we have always been neglecting it. The problem of nutrition is not a new one, but that it has been with us always, and that we have always been neglecting it.
agricultural products. It does $10,000 worth of business a year and has a fulltime manager.

The Floyd Cold Storage Association of North Carolina has 40 stockholders. They subscribed $4,000 and loaned $2,000 from the Bank of Cooperatives. In less than one year they exceeded $2,000 a month, and now have 100,000 pounds of meat for 200 farm families. In 1940-41 they cured 151,000 pounds of pork for 6,000 farm families.

I would like to close with a statement about the Shellenberg Co-operative that is sponsored by the department of vocational agriculture at Shellenberg, Georgia. This co-operative is made up of 26 families and 55 families in the county. The cooperatives is doing an annual business of buying and selling of $10,000. They sold $5,000 worth of cotton and vegetables this fall. The cooperatives will probably sell $5,000 worth of cotton next spring. The farmers sold $10,000 worth of co-operatives. The teachers of the vocational agriculture, Mr. C. H. Cook, makes reports, my farm family just purchased 1.575 in National Defense Bonds as a Christmas present.

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helping to meet farm labor shortages. Some people doubt the ability of youth to work as hard as adult labor. In this way, youth in the school system can make and do their share in the production of the nation's armed forces. Because of the many young people who are leaving the farm for the first time, I believe that these young Americans can make and do their share in the production of the nation's armed forces.

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There is new and increased interest in the public schools. It is the responsibility of the educational community to make sure that this interest is continued and that the agricultural instruction is continued. At the same time, we must work in cooperation with the vocational teachers of America so that a new and exciting interest in the nation's armed forces can be continued.