The
AGRICULTURAL
EDUCATION
Magazine

Vigorous Youth
Increase in production
Competency in Math and Science
Total Use of Manpower
Overcoming Inflation
Realization of the Air Age
Your Part in the Fight for Freedom
Plan for Reorganization of the Editing-Managing Board of Agricultural Education Magazine

At the annual meeting of the editing-managing board of the Agricultural Education Magazine, held in Boston Wednesday evening, December 10, action was taken to institute a formal organization of the board in order to expedite and systematize its work. A committee of three, consisting of J. W. Gregory, chairman, H. M. Byrns, and Roy Oliver, was appointed by the acting chairman. It was their duty to draw up and present to the board a series of suggestions effectuating such an organization. The committee met and, out of all of the suggestions presented, adopted the following proposals, which were adopted at Toledo by the agricultural education section of the American Vocational Association December 5, 1944:

1. The editing-managing board of the Agricultural Education Magazine shall be composed of the following:
   1. Editor
   2. Consulting Editor
   3. Business Manager
   4. Four Regional Representatives
   5. Four Ex-Officio Members

2. Members on the editing-managing board shall be determined as follows:
   1. Editor: He shall be elected annually by the board.
   2. Consulting Editor: The consulting editor automatically shall become the consulting editor, to serve until the next editing-managing board holds its plenary session.
   3. Business Manager: He shall be elected annually by the board.
   4. Regional Representatives: There shall be one representative from each of the four regions elected by the members in attendance at the regional conference to serve for a term of four years.
   5. Ex-Officio Members: The president-elect shall become the consulting editor, to serve until the next editing-managing board holds its plenary session.

3. All members of the board shall serve without pay.

IV. Duties of the Board:

1. It shall be the responsibility of the editing-managing board to elect, choose, or otherwise accept an executive secretary to serve an (a) editor and a business manager. The board shall act upon the recommendation of the nominating committee.
2. It shall be the responsibility of the board to approve annually a staff of special editors for the Agricultural Education Magazine.
3. It shall be the responsibility of the nominating committee to come to each annual meeting of the board with a slate of recommendations for the various positions on the board.
4. It shall be the responsibility of the editor to suggest to the nominating committee individuals for appointment to positions on the board and to the editorial staff as special editors.
5. It shall be the responsibility of the secretary of the board to notify both the outgoing and incoming members of the editing-managing board, and the members of the editorial staff of the action taken by the board with respect to appointments to the board and to the editorial staff.
6. It shall hold a business meeting at the time of the annual meeting of the American Vocational Association.
7. It shall be the responsibility of the chairman of the board to make an annual report to the agricultural section of the A.V.A. and to the teachers-training superintendent in the directory of the magazine.

War-Production Training Courses

WHERE can we best contribute our bit toward winning the war? This is the most important question in the world today. The answer to the question is simple: every man who is able to work, and wants to work, can be of use to the country. The question is how to get him trained for the job he can do best. The answer is to provide him with the training he needs. This is the purpose of the war-production training courses.

From your local newspaper, you can learn of the programs and training courses in your vicinity, and be informed as to where these courses are being conducted. In Colorado alone, our war-production training centers are in Colorado Springs and Denver. In Colorado Springs, there is a war-production training center at the University of Colorado, and in Denver, at the Colorado School of Mines. The center at the University of Colorado is under the direction of Dr. J. W. Gregory, and the center at the Colorado School of Mines is under the direction of Dr. H. M. Byrns.

These centers have been established to provide training for men who wish to work in war production. They offer courses in various fields, such as mechanical engineering, electrical engineering, and business administration. The courses are designed to give men the training they need to be effective in war production, and to enable them to take up their new jobs with confidence and skill.

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Professional

R. W. GREGORY

Agricultural Career Education in the United States at Dirt-Farmer Levels—1921-1942

Topical Chronological Key

RUSW. STASSENO, D.D.S., Supervisor formerly of Agricultural Education, Massa-
chusetts, now employed in Cooperative Education, U.S. Office of Education

America Was Discovered First in 1492
The Era of Territorial EXPANSION, INVENTION, and
the ADVENTURE in LIBERAL and PRAC-
TICAL EDUCATION

1800-1839

1839-1889

The ERA of DETERMINED
SCHOOL AND HOME CO-
OPERATION AND LOCAL
BEGINNINGS, and FORTU-
ATE TRENDS, 1900-1942

1840-1900

1901-1942

The page-proof of this book has been printed with a 1942 date line that reads "L. B. Hill Office, 1842: D. B. Queller, and in publication. However, the document was written in 1900-1942, which is a period during which the nation was recovering from the Great Depression and World War II. The text refers to events and developments that occurred during this period, and it highlights the significant changes that occurred in agriculture and education during this time.

The text begins by discussing the importance of agricultural education and its impact on the lives of young people. The author notes that agricultural education has played a crucial role in shaping the lives of many individuals, and that it has provided them with the skills and knowledge necessary to succeed in the agricultural sector.

The text goes on to describe the various programs and initiatives that have been implemented to promote agricultural education, and it highlights the importance of cooperative education in this regard. The author notes that cooperative education has played a crucial role in bringing together young people and adults who are interested in agriculture, and that it has helped to create a sense of community and collaboration in the field.

The text also discusses the challenges that have faced agricultural education, such as the need to attract new students and to stay relevant in a rapidly changing world. The author notes that these challenges have required a great deal of creativity and innovation, and that they have helped to shape the field of agricultural education in ways that are still evident today.

The text concludes by emphasizing the importance of agricultural education for the future of the agricultural sector, and it encourages readers to continue to support and promote this important field of study. The author notes that agricultural education has a vital role to play in addressing the many challenges that face the agricultural sector today, and that it has the potential to help to create a more prosperous and sustainable future for all.

The text is written in a clear and concise manner, and it is well-organized. The author uses examples and anecdotes to illustrate his points, and he provides readers with a wealth of information and insights on the topic of agricultural education. Overall, the text is an excellent resource for anyone interested in the field of agricultural education, and it is sure to be a valuable addition to any collection of educational resources.
Methodology
G. F. DYE

Readjustments in the Teacher Education Programs to Meet the War Situation
O. C. ADERHOLD, Professor of Vocational Education, The University of Georgia

The readjustments in the teacher education programs are a part of the readjustments being made in all phases of college work. The problem facing the training teachers of vocational agriculture is of major importance; especially the pre-service and in-service education of teachers, must be dealt with in light of the adjustments being made in college and university programs. Many institutions "open-end" up" their teacher-training institutions; standards, or at least some downward in graduation requirements. These institutional changes have affected the enrollment in the teacher education programs in every state in the nation.

Readjustments in Teacher Education Programs
In order to discover what readjustments have been made in each state, a change in the teacher-training program to indicate what readjustments have been made or are in the making. More than two-thirds of the teachers equipped with vocational agriculture are not found in the states of the United States and, I believe, represent a significant portion of the teacher education programs that are in operation in the United States today.

Pre-employment training
In the pre-employment training of the teacher, the following are listed: (1) selecting trainees, (2) training them, and (3) placing those who are trained.

Selecting trainees
There have been some interesting inferences among the teacher-training programs. For the most part, the trainees include: (1) selecting trainees, (2) training them, and (3) placing those who are trained.

A. Preparation for the professional program
The professional program in a majority of the institutions required a completed program to place emphasis upon problems that have been emerging in the field of education. Most of the problems of the professional program have not been emphasized in the following categories: (a) problems in the rural community, (b) problems of the teacher in the classroom, (c) problems of the teacher in the school, and (d) problems of the teacher in the community.

Training of teachers
There are various interesting inferences among the preparation of teacher-training programs. In many instances the number of students admitted to the professional program in the public schools have not been emphasized in the following categories: (a) problems in the rural community, (b) problems of the teacher in the classroom, (c) problems of the teacher in the school, and (d) problems of the teacher in the community.

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Supervised Practice

C. L. ANGERER

Is Long-Term Farm Practice Planning Practical?

H. M. HAMMINS, Professor of Agricultural Education, University of Illinois

In 1931 I secured a copy of a long-term farm practice project, sponsored by Glenn Schoonover, a supervisor of farm work in the high school of Owatonna, Minnesota, under whose guidance and with his help, I learned to apply the principles of this new type of work to my own teaching. The project was started with one boy, and in 1931, 20 boys were enrolled. By the third year, 35 boys were engaged in the project, and by the fourth year, 45 boys. The increase of participation in the project since 1931 has been almost continuous. The school has been able to maintain the project at this level for all ages because the boys have been interested and have contributed to its success.

In 1931 the project was sponsored by the high school of Owatonna, Minnesota, and was supported by a grant from the National Education Association. The project was conducted by the high school principal and one of the school teachers.

The project was designed to provide an opportunity for students to apply the principles of farm management to real farm situations. The project was divided into two main parts: the farm management program and the classroom program. The farm management program was designed to provide hands-on experience in farm management, while the classroom program was designed to provide instruction in the principles of farm management.

The project was successful in achieving its goals, and it is still being conducted today. It has been a valuable resource for students who are interested in pursuing a career in agriculture, and it has helped to prepare students for success in the agricultural industry.

Supervised Project Program

C. N. DeGraaf, Teacher, Champaign, Illinois

The supervised project program of a vocational agriculture department is what makes the course vocational. I feel that a department without a supervised project program is not vocational agriculture program. A supervised project program must be conducted by the vocational agriculture department. The project must be started by the student and must be supervised by the teacher. The teacher must be able to assist the student in completing the project.

A good project plan for a beginning student should be developed for each student. The plan should be based on the student's interests and abilities. The plan should be developed by the student and should be approved by the teacher.

The supervised project program should be started in the fall of the student's senior year. The project should be started in the fall because it gives the student time to complete the project during the school year. The project should be started in the fall because it gives the student time to complete the project during the school year.

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Farmer Classes

E. R. ALEXANDER

Georgia Communities Dehydrate Foods

W. H. MARTIN

In THE summer of 1940 the Georgia Department of Agricultural Education began a study of development and adaptation procedures for dehydrating Georgia fruits and vegetables. The study was conducted in cooperation with the Tennessee Valley Authority and the Georgia Agricultural Experiment Station.

Dehydrating plants of 50-bushel capacity were constructed at Forsyth, Clarksville, Atlanta, and Sparta in connection with community canning plants. The purpose of this study was to determine the feasibility of dehydrating in communities with a population of 250 or more. Demonstration centers were set up in Georgia food projects, and the centers were responsible for the operation of the dehydrating plants if the plants were not available in sufficient volume to the community that dehydrated in 1942.

Project Selection and Planning
H. B. HANSON, Teacher
Redfield, South Dakota

This study of the operation of the dehydrating plants at the Forks is the basis of the Clarksville plant 115 farm families of products dehydrated. The practice in the dehydrating plants was to have at least one person to operate them, and the products of the dehydrating plants were, peaches, corn, tomatoes, apples, and cabbages. The amount of various products ranged from 10 to 16 hours. The saving in labor and time and the greater quality of the dehydrated products over fresh or canned products is an outstanding feature. For instance, at the Clarksville plant, a load of 50,000 pounds (fresh weight) at the four canning projects in Forsyth, 81 cents per hundred pounds was paid for the material, while the dehydrated material was purchased at a price of 21 cents per hundred pounds. The dehydrating plants operated in the summer, spent from 10 to 16 hours, and the saving in labor and time and the greater quality of the dehydrated products over fresh or canned products is an outstanding feature.

The Congression of various plants in 1942, with a total volume of over 50,000 pounds (fresh weight) at the four canning projects in Forsyth, 81 cents per hundred pounds was paid for the material, while the dehydrated material was purchased at a price of 21 cents per hundred pounds. The dehydrating plants operated in the summer, spent from 10 to 16 hours, and the saving in labor and time and the greater quality of the dehydrated products over fresh or canned products is an outstanding feature.

The dehydrating plants at the Forks were operated by the dehydrating plant operators at the Forks. The operators were selected on the basis of their knowledge of agriculture and their ability to manage the plant. The operators were responsible for the operation of the dehydrating plant and for the quality of the dehydrated products.

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Agricultural Career Education

Miss Lulabelle, home economics teacher, Clarksville, examining trays of peaches ready to go into the dehydrating plant.

The parent must always be kept in mind, as he may see the light in the use of the improved farm program. The parents must always be kept in mind, as they may see the light in the use of the improved farm program.

First Steps in Education for Employment in Successful Farming

Agricultural Career Education

In Massachusetts, Squanto, a friendly Indian, taught the Pilgrims how to plant corn and fish with a catch in each buckle. Squanto is mentioned as an example of how to make a good catch for those who are eager to learn.

First Steps in Education for Employment in Successful Farming

In Hawaii, when Hawaii was discovered, a population of 2,000,000 was located on the island of Kauai, supported by a primitive food system. In 1773-1779's in Indiana, the first agricultural school was established in the state's history. The first harvest showed an abundance of food, including 1,000 pounds of sweet potatoes. In 1773-1779's in Indiana, the first agricultural school was established in the state's history. The first harvest showed an abundance of food, including 1,000 pounds of sweet potatoes. In 1773-1779's in Indiana, the first agricultural school was established in the state's history. The first harvest showed an abundance of food, including 1,000 pounds of sweet potatoes.
Organizing and Conducting OSYA Courses

L. M. SASMAN, State Supervisor, Madison, Wisconsin

The plan aimed by the Spring Valley Vocational Ag students, briefly: this a building adequately housed 100% of the students, or a full-time farm mechanic to work with these students a minimum of two hours per day. The teacher, who will be assigned to this task, will be available to instruct and advise students on various aspects of farm machinery repair and maintenance.

A farmer may benefit from any number of resources and services that he can use to enhance his operations. One such program is the Vocational Agriculture Extension Service (VACES), which provides training and resources for farmers and others involved in agriculture.

Vocational Agriculture and the Part-Time Farmer

A. B. SABIN, Tour Leader, Geeslin, Indiana

A V Dare instrumentation to any Midwest agricultural vocational school to assist one of the regions most important farm- ing. The program is designed for the part-time farmer, who may have a small or medium-sized farm and may need additional training or information to manage his operations effectively.

The program provides training and resources for farmers to manage their operations effectively. It covers topics such as crop management, livestock management, soil conservation, and equipment maintenance. The program is designed to be flexible, allowing farmers to complete it at their own pace and in their own time.

The program is funded by the Department of Education, and it is available to all farmers who meet the eligibility requirements. Farmers can complete the program online or through a localExtension office. The program is free, and it is a valuable resource for all farmers who want to improve their operations and maximize their profits.
The Eight-Year Study and Its Implications for Agricultural Education

HAROLD ALBERT, The Ohio State University

This is an outline of a talk on The Eight-Year Study made at the Ohio Agricultural Teachers' Conference in December. Next month Dr. Doyne of Michigan State College, will present his findings in detail for your study for agricultural education.

Probable result of this study: the final report was not received until about the middle of the year, and the study's implications for agricultural education are still under consideration.

General Improvements in the Programs

1. Better understanding of educational principles.
2. More emphasis on practical experience.
3. More active participation in curriculum development.
4. More cooperation between schools and colleges.

What the Study is Based On: The study was based in part on the results of the Eight-Year Study. In addition, the study used the following methods:

1. A comparison of the results of the Eight-Year Study with the results of the study of agricultural education in the United States.
2. A survey of the literature on agricultural education.
3. A study of the agricultural education programs at the state level.
4. A study of the agricultural education programs at the national level.

What the Study is For: The study is for the benefit of the agricultural education programs in the United States.

Opinion of Supervisors on Farm mechanization Content

Near the end of 1942, a questionnaire was mailed to 500 supervisors of vocational agriculture asking their opinion of the future content of farm mechanization courses. Of the 500 questionnaires sent out, 238 were returned. The results of this study are given in the following table:

<table>
<thead>
<tr>
<th>Percentage of Supervisors</th>
<th>What they want for future content of farm mechanization courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>Farm mechanization should be emphasized.</td>
</tr>
<tr>
<td>20%</td>
<td>Farm mechanization should be given less emphasis.</td>
</tr>
<tr>
<td>5%</td>
<td>Farm mechanization should not be included.</td>
</tr>
</tbody>
</table>

Young Farmers Improve Dairy Herds

C OS M K EMPEL, Teacher, Public School, Johnson, Iowa

The improvement of dairy herds is an important aspect of agricultural education. It is a field that is being actively studied and is receiving increasing emphasis.

<table>
<thead>
<tr>
<th>Table I</th>
<th>Teens Devoted to Shop Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Electric and electronic welding</td>
<td>1.56</td>
</tr>
<tr>
<td>2. Surveying, draising, surveying, irrigation</td>
<td>1.48</td>
</tr>
<tr>
<td>3. Hot air and electrical work</td>
<td>1.40</td>
</tr>
<tr>
<td>4. Painting and glazing</td>
<td>1.54</td>
</tr>
<tr>
<td>5. Metalworking</td>
<td>1.42</td>
</tr>
<tr>
<td>6. Woodworking</td>
<td>1.40</td>
</tr>
<tr>
<td>7. Farm work</td>
<td>1.57</td>
</tr>
</tbody>
</table>

Average of total agriculture teaching time which should be spent on teaching a pupil a year of high school vocational training in agricultural education is 30.66%.

Method Used

Our meetings are conducted on the informal basis. Most of the information is presented out of the experiences of the group. The meeting has proved successful to us because: (1) The men are always anxious to share their experiences and their ideas have been successful for their group; (2) The group has something to contribute for the benefit of the group; (3) The group has a chance for understanding in the individual problems of the teacher of vocational agriculture practical and in this they increase its knowledge of the subject.

The meeting met every Monday night for 15 weeks during the fall term. In the spring term the meeting was having its second year of its reorganization and planning for the new year of its reorganization.
inventor of statistics" and president of the Highland Society, established the British wool industry. In 1725, he purchased the wool industry in the British Isles, which included the establishment of the Highland Society, and was appointed to its presidency. The society's main purpose was to promote the cultivation of the wool industry and to support the establishment of the Highland Society. John was a member of the Board of Agriculture, which was established to provide a forum for the exchange of ideas on agricultural matters. He was known for his contributions to the development of new agricultural techniques and for his support of the establishment of the Highland Society.