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The Governor, effective July 1, 1927, authorized a program designed to accommodate the needs of vocational agriculture classrooms in the state's rural schools. The program, known as the "Program of Vocational Agriculture," was aimed at providing practical and hands-on learning experiences for students in the fields of agriculture, forestry, and related industries. The program sought to enhance the quality of education in these areas by providing students with the knowledge and skills necessary for successful careers in the agricultural sector. The program included a variety of activities and resources, such as training workshops, field trips, and industry partnerships, to support the educational goals of the vocational agriculture programs. The Governor's action was a significant step in addressing the need for more effective and relevant vocational education in the state's schools.
Farm Census Furnishes Basis for New School Projects

Z. R. Pettee, Chief Statistician for Agriculture, Bureau of the Census, Department of Commerce

Part I

Our national census has a school project which we, in this country, might try to take advantage of. This project is known as the "Land Utilization Survey of Britain." (See Figure 1, pages 25-26.) It is a very much wider field than appears at first glance. Not only does it involve the general landscape, but a study of the soil, the climate, the vegetation, the land use, the crops, the livestock, and the industries of every county in England, Wales, and Scotland. This involves not only the mapping of all the agricultural land, but also the recording of all the detailed agricultural information that has been obtained by the Bureau of the Census in its regular farm censuses.

Many school superintendents require

to look at a map of the county and see what is the rainfall, the temperature, the soil, the vegetation, the crops, the livestock, the industries, and so forth. This information is very useful for their educational purposes, especially in regard to the growth and development of the school.

Mr. Gist, Chief Statistician for Agriculture, Bureau of the Census, has been asked to make a report on the use of these maps in connection with the school districts in the country. He has made a report to the U.S. Department of Agriculture.

The idea of the Agricultural Census was inspired by the desire to find the best method of utilizing the agricultural land in the country. The British censuses have been done for many years and have been very successful in this respect.

Before beginning the actual work on this project, it would be well for the teacher to familiarize himself with the general agricultural conditions in the country, such as the climate, the soil, the vegetation, the crops, and the industries.

(a) For the preparation of the report:
(b) For the guidance of the agricultural agencies:
(c) For the study of agricultural products and their management:
(d) For the purpose of forecasting crops:
(e) For the guidance of the cotton, grain, and livestock industries:
(f) For the purpose of solving other problems.

In conclusion, the British Agricultural Census is an excellent example of how the United States may use this method of obtaining agricultural information in the future. It is a valuable tool for the guidance of agriculture and the development of the country.

Figure 1

The Land Utilization Survey of Britain:

A Chart Showing the Main Features of the Survey

1. The local mapping project as an educational tool.
2. The recording and tabulation of agricultural statistics, which would be of great value to the students with the entire subject.
3. The development of boundaries and minor civil divisions, which would be very useful for the students at large.
4. Making possible the tabulation of all the economic data which are of use, not only for school purposes, but to the country at large.

Such close study of local farm statistics would:
(a) Make it possible for the Bureau of the Census and the Department of Agriculture to obtain results quickly and accurately through trained personnel, developed by this method.
(b) Do away with difficulty encountered in unknown boundaries, etc., and facilitate minor civil divisions.
(c) Assist the general public and provide the necessary data which enumerators encounter in some of the other sectors of the country on a larger scale.
(d) Result in very accurate and complete statistics for the United States as a whole, beginning with the minor civil division.

The report on the subject has been

Mr. Gist recognized the necessity of beginning with the children, if adequate and accurate information is to be most effectively obtained in the future. These censuses were carried on for many years, some of these junior reports made by Mr. Gist developed these very successful courses, in time became full-fledged crop reports. Many of these school reports were used to collect data and carried with them the same idea of service. In this way the other sections, among them the writer of this article, became interested in the work of the project and did some work along the same lines. Unfortunately, some of the work of the project was lost and the work gradually declined.

In conclusion, it is necessary for the teacher to take advantage of this method in the future. It is a valuable tool for the guidance of agriculture and the development of the country.

Figure II

Geographic features marked on every map.

(a) Subdivisions for use in an enumeration
(b) Other statistics used in the enumeration
(c) Other information used in the enumeration
(d) Specific information on crops and livestock
(e) Specific information on crops and livestock
(f) Specific information on crops and livestock
(g) Specific information on crops and livestock
(h) Specific information on crops and livestock
(i) Specific information on crops and livestock
(j) Specific information on crops and livestock
(k) Specific information on crops and livestock
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(s) Specific information on crops and livestock
(t) Specific information on crops and livestock
(u) Specific information on crops and livestock
(v) Specific information on crops and livestock
(w) Specific information on crops and livestock
(x) Specific information on crops and livestock
(y) Specific information on crops and livestock
(z) Specific information on crops and livestock

Land Utilization Map of England and Wales
Based on the "One-Inch" Ordnance Map of IPSWICH

Sheet 12

KESWICK AND AMBLESIDE

Price Five Shillings


Methods

Testing—Before—After

J. ERVIN BOYD, Instructor
Lakota, South Dakota

There are two teachers who start out with the same materials, lab equipment, and procedures in order that they may do a more extensive teaching subject in the

We Test Cows to Improve Boys

FRANK T. VAUGHN, Teacher,

The Umboldt Central School draws its students from part of two intense dairy counties, Dane County and Walworth County, Menomonee, Wisconsin. Being a dairy center, the county is naturally interested in small stock. Dairy stock is the life blood of the county, and the county is the life blood of the country. The county is the life blood of the country, and the county is the life blood of the country.

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We Test Cows to Improve Boys

FRANK T. VAUGHN, Teacher,
Problems and Procedures in Starting and Supervising Boys in New Types of Farming

H. H. GIBSON, Instructor, Oregon City, Oregon

When should an instructor encourage boys to select certain types of farming projects in order to prepare them for a career in agriculture? What are the considerations involved in assessing the suitability of different farming projects for individual students? How can instructors help students choose the right farming project for their interests and abilities?

New types of farming projects provide many interesting and important problems for students to work on. Many and these projects are devised to aid in teaching the boys to prepare themselves for agriculture careers. In the following discussion of some of the available projects, the aims and methods of the projects are briefly described. The projects are arranged in order of their suitability for different types of students.

Table 1 shows the results of a project on the production of poultry. The table lists the number of eggs produced by each group of students, and the average number of eggs produced per week.

Starting new farming types of projects is the first step in the process of selecting desirable project programs. Each student should be given an opportunity to choose a project that suits his abilities and interests. The project should be large enough to give the student a chance to learn new things and develop new skills. The project should also be small enough to be manageable and to allow the student to devote the necessary amount of time and effort to it. The project should be designed to meet the student's needs and goals. It should also be designed to help the student achieve his goals and give him a sense of accomplishment.

In general, the project should be self-contained and should not require the help of other students or adults. The project should also be designed to be self-sufficient and to provide the student with a sense of independence and control. The project should also be designed to be self-financing and to provide the student with a sense of achievement and satisfaction.

In conclusion, starting new farming types of projects is the first step in the process of selecting desirable project programs. Each student should be given an opportunity to choose a project that suits his abilities and interests. The project should be designed to meet the student's needs and goals. It should also be designed to help the student achieve his goals and give him a sense of accomplishment.

The instructor must be careful to select projects that are suitable for the students and that will help them achieve their goals. The instructor must also be careful to select projects that are safe and that will not cause harm to the students.
Having taught full-time vocational agriculture for six years at Brantleyville, South Carolina, I find that many of our students appreciate an evening class in farm shop or technology. I organized an evening class in farm shop for our students. To meet the needs of this subject, I have organized my evening class to begin after the normal school day.

This year, I have organized an evening class in farm shop for our students. To meet the needs of this subject, I have organized my evening class to begin after the normal school day.

The reason for mentioning this general social organization is that all evening classes and part-time classes in the future should be given as much importance as the regular classes. The time spent in these classes is valuable and should be encouraged.

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In the evening classes, we can give the students more individual attention and help them develop their skills. We can also offer them more opportunities for hands-on learning and practical experience. The evening classes can also be used to prepare students for college and career opportunities.

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In the evening classes, we can give the students more individual attention and help them develop their skills. We can also offer them more opportunities for hands-on learning and practical experience. The evening classes can also be used to prepare students for college and career opportunities.

I would like to encourage all students who are interested in evening classes to sign up for them. The classes are open to all students and are offered in a variety of subjects. I hope that all students will take advantage of this opportunity to further their education.
Farm Mechanics

Shop Projects
14. St. Louis, Missouri, a site of 1958, 28, 31, 32

The F.F.A. members also displayed the shop projects they had made at the national convention. Each project consisted of wagon boxes, hay bales, fences, corn crib, silo, repair of tools, etc.

The University of Hawaii Completes Its First Farm Shop Class
G. C. COOK, Assistant Professor of Agriculture, University of Hawaii

The FFA family members also displayed the shop projects they had made at the national convention. Each project consisted of wagon boxes, hay bales, fences, corn crib, silo, repair of tools, etc.

Planning a Farm Mechanics Course
F. E. CARPENTER, Instructor, Topeka, Kansas

The first university course in farm mechanics to be held in the Territory of Hawaii has just been completed. The class was conducted by the writer of this article.

The meeting was held twice weekly for a period of 28 weeks. The 12 members of the class received credit in the University of Hawaii for the course.

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Studies and Investigations
E. C. MAGILL
E. R. ALEXANDER

Study of Out-of-School Young Men
HOWARD MARTIN, Teacher, Vergennes, Vermont

In analyzing the social and economic factors that are providing opportunities for the young man who are out of school, a group of 105 young men was studied. The project was carried out in the industrial workroom of the Vergennes High School. Ten additional young men were located in an area of 105 square miles. The total of the 205 young men located was included in the study of the area of the school.

The three-year study was carried out for a period of 25 months, from January 1, 1936, to July 1, 1938. The age of the young men ranged from 12 years to 25 years of age.

The average age of the young men was 19 years. The median age was 18 years. The age range was from 13 to 25 years.

The average family income of the young men was $500. The median income was $400. The range of income was from $100 to $1,000.

The average family size was 5. The median family size was 4. The range of family size was from 2 to 8.

The average family had 2.5 children. The median family had 2 children. The range of family size was from 1 to 4.

The average family had 1 car. The median family had 1 car. The range of family size was from 0 to 3.

The average family had 1 television. The median family had 1 television. The range of family size was from 0 to 2.

The average family had 1 dog. The median family had 1 dog. The range of family size was from 0 to 2.

The average family had 1 cat. The median family had 1 cat. The range of family size was from 0 to 2.

The average family had 1 bird. The median family had 1 bird. The range of family size was from 0 to 2.

The average family had 1 fish. The median family had 1 fish. The range of family size was from 0 to 2.

The average family had 1 pet. The median family had 1 pet. The range of family size was from 0 to 2.

The average family had 1 hobby. The median family had 1 hobby. The range of family size was from 0 to 2.

The average family had 1 club. The median family had 1 club. The range of family size was from 0 to 2.

The average family had 1 school. The median family had 1 school. The range of family size was from 0 to 2.

The average family had 1 church. The median family had 1 church. The range of family size was from 0 to 2.

Table 1. Average Income of Young Men in Relation to Age

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<th>Age Group</th>
<th>Average Income (in $)</th>
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Table 2. Income of Young Men in Relation to Family Size

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<tr>
<td>7</td>
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Table 3. Income of Young Men in Relation to Family Income

<table>
<thead>
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<th>Family Income</th>
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<tbody>
<tr>
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Table 4. Income of Young Men in Relation to Family Size and Family Income

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<thead>
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<th>Family Size</th>
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<th>Average Income (in $)</th>
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<tbody>
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Table 5. Income of Young Men in Relation to Family Size, Family Income, and Family Planner

<table>
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<th>Family Size</th>
<th>Family Income</th>
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Table 6. Income of Young Men in Relation to Family Size, Family Income, Family Planner, and Family Education

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<th>Family Education</th>
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<td>7</td>
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Table 7. Income of Young Men in Relation to Family Size, Family Income, Family Planner, Family Education, and Family Occupation

<table>
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<th>Family Planner</th>
<th>Family Education</th>
<th>Family Occupation</th>
<th>Average Income (in $)</th>
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VOCATIONAL AGRICULTURAL DIRECTION

John W. Shutebaker—U. S. Commissioner of Education

J. C. Wright—Area Commissioner for Vocational Education

J. A. Linker—Chief, Agricultural Education Service

REGIONAL AGENTS

C. E. Lane—North Atlantic

D. M. Clements—South

J. B. Pearson—North Central

W. S. Tannen—Pacific

SPECIALISTS

F. W. Landrum—Research

W. A. Rose—Subject Matter

H. B. Evans—Teacher-Trainee

E. W. Gregory—Part-time and Evening

Office of Education, Washington, D.C.

STATE SUPERVISORS—TEACHER-TRAINERS

Alabama
R. E. Casemore, Montgomery
A. G. Snyder, Phenix

Arizona
E. B. Marshall, Scottsdale
A. M. Barch, Glendale

Arkansas
L. D. Davis, Dover
J. B. Sikes, Jonesboro

Connecticut
A. A. Adams, Hartford

Delaware
W. H. Leible, Dover

Florida
J. F. Williams, Jr., Tallahassee
L. M. Ruffner, Athens
I. A. Jones, Tallahassee

Georgia
W. B. Rogers, Atlanta

Hawaii
R. L. Brown, Honolulu

Illinois
Z. M. Smith, Indianapolis

Indiana
P. F. Haines, Des Moines

Iowa
B. L. Poffenbarger, Des Moines

Kansas
H. H. Yao, Fairfield

Kentucky
R. M. Jackson, St. Louis

Maine
H. S. Hill, Statesboro

Martha's Vineyard
E. H. Lott, Statesboro

Massachusetts
R. S. Judd, Brattleboro

Michigan
E. W. Broom, Flint

Minnesota
J. A. Hubbard, Jackson
J. A. Burton, Jackson

Missouri
J. L. M. Halsey, Burlington

Nebraska
R. B. Yeager, Lincoln
M. L. Shepler, Omaha

New Hampshire
R. D. Dunlap, New London

New Jersey
T. H. Sanborn, New Brunswick

New Mexico
R. M. Thomas, Albuquerque

New York
R. B. Post, Albany

North Dakota
R. H. Jones, Fargo

Ohio
R. A. Howard, Columbus
J. B. Perkey, St. Clair

Oklahoma
H. C. Nidus, Oklahoma

Pennsylvania
H. B. Fry, York City

Rhode Island
G. H. Baldwin, Providence

South Carolina
J. L. Freeman, Columbia

South Dakota
H. H. Fry, Yankton

Tennessee
G. K. Freeman, Nashville

Texas
P. G. Baisley, Austin

Utah
Mark Nichols, Salt Lake City

Vermont
Kenneth Middleton, Brattleboro

Virginia
J. A. Critchlow, Martinsburg

Washington
A. C. Baskerville, Olympia

West Virginia
J. M. Lewis, Charleston

Wisconsin
W. E. Faust, Madison

Wyoming
Sunset Bowl, Cheyenne