Note: Due to page constraints, this page includes a list of states with their respective agricultural extension offices and contacts. The text lists the following states:

- Alabama
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

Each state has a contact person listed, typically an Agricultural Extension Agent or similar position. The text mentions various agricultural topics and resources, but without a specific question or context, it is difficult to extract further meaningful information. The page also contains a photograph of two individuals engaged in some agricultural activity, possibly related to the content of the page.
The other fellow

FARM families of America solve complex problems each day with the help of agricultural experts. We owe the importance of agriculture has established, and continue to foster a number of agencies serving agricultural interests. Over the years, services and lack of clarity in function resulted as new services were added and old ones dropped. This has led to the problem of identifying the proposed function for a number of unique services. We must work the proposed changes carefully.

The prospect of change does not limit the present responsibili-
y ty of teachers to agriculture. They must continue and increase their responsibilities to their students in the local community. As has been demonstrated considerable coordina-
tion of effort can be achieved without sacrificing identity.

This is the first of a series of lessons on outdoor activities and services serving the farm people.

The job of providing technical and professional services is increasingly important. A closer integration of farm families must be considered. Modern farming has made phenomenal advancements in its mechanical and technological phases. Under the new conditions there can be no diminution of service and leadership rendered by professional personnel. There is need within the ranks for de-
scribing appreciation and respect for the work being performed by other professional workers in agriculture.

Let's examine some of the elements in the problem. In single terms they are the other fellow and our work with him. What is the other fellow doing? Whether he is rural electri-
cation, production of greater pastures, development of farm and home planning and landscaping, he is working with some of the same farm families that we serve. This other fellow usually turns out to be a good one. We even mix with him socially. Both of us, he is a good fellow. He is in professional work and we are. He is trying to do a job for farm people—farmer. It is a common job and a high fellow in farming.

How can we work with him to secure the greatest gains for Prosperity to Smith, The James Family, for Western Community?

We Have Much in Common

Let's get on to work. Each of us is an individual. All this about big agencies and organizations serving farm families. Thus far we have only talked about the other fellow. Quite likely he is little different from us. Maybe he even drives a pennie Rover. Probably his wife also thinks that they are not on the job.

He has problems. Some are as like ours as the proverbial two peas in a pod. Some are in our daily work and it is only this other fellow. Quite likely he is little different from us. Maybe he even drives a pennie Rover. Probably his wife also thinks that they are not on the job.

He has problems. Some are as like ours as the proverbial two peas in a pod. Some are in our daily work and it is only this other fellow. Quite likely he is little different from us. Maybe he even drives a pennie Rover. Probably his wife also thinks that they are not on the job.

Farm programs and establishment

Education should show results. In the Agricultural Education desirable results may be measured by the number of boys or girls. Some boys who are becoming satisfactorily established in farming. The real motivation for learning is largely the satisfaction of the results which may be realized from the learning. Results are subject to change, and the number of satisfactory experiences he receives must increase if he is to make progress in becoming qualified in farming. Each student measures his progress in terms of what he has accomplished. If he has bought and has saved a high per cent of the pig crop, has been able to produce a hundred pounds of pork economically, and has marketed his litter at the seasonal peaks in price, these successes will motivate him onward. Later, in the junior or senior year, he will measure his progress in terms of the livestock, accumulated acres in crops planted, bushels of grain or fruit harvested, or cash in the bank or invested in farming.

(Continued on Page 45)
Vocational education's contribution to the development of life adjustment education programs in the nation's public schools


For millions of young people, work has been struggling to live better. The young are now living in a world where opportunities are more plentiful, but at the same time, they are confronted with new challenges. This is a world where the means of production are more readily available, but where individual differences are more noticeable. It is this world that vocational education must help young people to adapt to.

In the first place, we can only have what we produce; individually and collectively. If we want to eat more, we must produce more. If we want to dress better, we must produce better. The same is true for education. We must produce more knowledge and skills in order to live better.

Vocational education's contribution is to make this possible. It provides the knowledge and skills needed to live better. It helps young people to adapt to the new world, to make the best of what they have, and to produce more.

Vocational education stands or falls, succeeds or fails in its efforts to serve, according to the extent to which it has added to the productive capacity of the individual who is being served.

For the high school student, vocational education has been successful when it has prepared him for a productive life in the community. For the college student, it has been successful when it has prepared him for a productive life in society.

In conclusion, vocational education's contribution to the development of life adjustment education programs in the nation's public schools is significant. It provides the necessary foundation for young people to adapt to the new world and to live better.
Cooperating with other agencies in a veterans program
C. B. DAVIDSTOOG, Teacher, Mt. Holly, New Jersey

FRoE discerning what I believe to be a very effective method of using all available farm agencies in the training program perhaps well to describe the way we have organized one in New Jersey. The veterans' farm training program is just one of the many programs handled by the county agents of our county, but the features of the program that are of special interest to us are those cooperative arrangements which we have made with various agencies in the county. The program has been organized this way because we believe that the schools and the county agencies have a great deal of interest in the development of the country, and that the cooperation of all agencies in the development of the country is necessary for the success of the program.

We have organized the program in the following way. First, we have a committee of teachers to handle the instruction on the farm. The committee is made up of three members, two of whom are full-time teachers, and one of whom is a part-time teacher. The committee is responsible for the planning of the program, and for the supervision of the instruction. The committee meets once a week to discuss the progress of the program, and to plan for the next week's work.

Second, we have a group of full-time teachers who are responsible for the planning and execution of the program. These teachers are responsible for the planning of the program, including the selection of the topics to be covered, the preparation of the materials to be used, and the organization of the instruction. They are also responsible for the supervision of the instruction, and for the evaluation of the results of the program.

Third, we have a group of part-time teachers who are responsible for the execution of the program. These teachers are responsible for the execution of the program, including the teaching of the students, the preparation of the materials to be used, and the supervision of the instruction. They are also responsible for the evaluation of the results of the program.

The committee of teachers meets once a week to discuss the progress of the program, and to plan for the next week's work. The committee is responsible for the planning of the program, including the selection of the topics to be covered, the preparation of the materials to be used, and the organization of the instruction. They are also responsible for the supervision of the instruction, and for the evaluation of the results of the program.

The program is designed to help the veterans to develop skills in the areas of agriculture, and to prepare them for careers in agriculture. The program is also designed to help the veterans to develop skills in the areas of leadership, and to prepare them for careers in leadership.

FARMER CLASSES
J. N. WEISS
MARK NICHOLS

Twelve years of farmer education
E. BOSSIT, Teacher, Fost Recovery, Ohio

IN THE study of history you have read about the Indians masquerading as groups of General St. Clair and the Indian Army of General by the name of Mad Anthony Wayne. You have read about Fort Recovery, Ohio. I have been in this community for twelve years, with the exemption of four years out for the war.

I like to think of my program as a continuous program as the boys and girls go through vocational agricultural classes and into the Young Farmers and FFA classes. While the boy is in school we deal with problems on a semester basis, as getting the boy to obtain one good book and also to keep up a record on the home work, and to understand the good in the bad news. In the group there is a better opportunity for presenting all kinds of values in all the major factors and as to how to think and plan for success in the future. In many ways as to how to think and plan for success in the future.

In these classes, the farmers have bought better...
Cooperating with other agencies on a county level

J. M. Carter, Teacher, Wellsboro, New York

For a number of years we have cooperated with the Allegany County Soil Conservation District on various projects. Most of our meetings were held in the classroom, but sometimes we would travel to the district office or even to other parts of the county to have our meetings.

This year, we had the opportunity to expand our cooperation with the Allegany County Soil Conservation District. We were able to meet with district staff and other local agencies to discuss various projects and initiatives.

One of the main goals of our cooperation is to promote soil conservation and sustainability in our community. We believe that by working together, we can make a positive impact on the local environment.

We started by discussing the importance of soil conservation and the role that each agency plays in achieving this goal. We then went on to discuss specific projects and initiatives that we could work on together.

Some of the projects that we discussed included:

1. Nutrient Management Plan: We identified the need for developing a Nutrient Management Plan for the county to effectively manage the use of fertilizers and manures.
2. Wetland Restoration: We discussed the importance of restoring wetlands and the potential benefits of doing so.
3. Native Plant Species: We explored the idea of promoting the use of native plant species in landscaping and restoration projects.
4. Public Education: We agreed on the need to educate the public about soil conservation and the benefits of sustainable practices.

Overall, we felt that our cooperation with the Allegany County Soil Conservation District can help us achieve our common goals. We look forward to continuing our efforts and expanding our cooperation to other areas in the future.
Problems of beginning teachers

L. J. PHILIPS, Teacher Education, University of Illinois

A STUDY of the problems of beginning teachers is of value in indicating the kinds and types of training needed by prospective teachers. It may, too, help educators to chart whatever policies which would best meet the needs of beginning teachers today. The Illinois Fifth Postcard Survey on teacher education and employment was carried out during the 1947-48 school year and the results of the investigation are herein presented.

Sources of Information

Three procedures were used in obtaining educational data on the needs and difficulties of beginning teachers. The first procedure was a postal card survey and the second procedure was an interview in the classroom. Both were used during the first year of instruction. The third procedure was the use of a questionnaire, listing 101 problems, to each of which the opinions of the beginning teachers were elicited regarding the adequacy of preservice training.

Problems of Beginning Teachers As Shown By the Postal Card Survey

Each teacher in Illinois who had been teaching during the school year 1946-47 was asked to complete a postal card survey. The survey was mailed to 2,500 teachers of grades 7-12 and 1,000 teachers of grades 1-6. A total of 1,450 cards were received, and the results of the survey were analyzed as follows:

Problems of Beginning Teachers As Shown By the Follow-up Visit

A follow-up visit was made during the school year by a staff member of the department of vocational education. An activity checklist was prepared and used in the visit. The checklist helped the observer in judging the major problems of the teachers. The checklist was used to guide the visit and in order that a record of these difficulties might be kept.

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Planning courses was the activity in which the largest percentage of beginning teachers reported difficulty. Usually approved teaching techniques was next in importance as measured by the number of teaching difficulties reported. The following is a list of the activities in which difficulties were reported:

1. determining the needs of a community
2. agricultural education
3. setting the study guides and the advisory council
4. providing for the musical groups who should be served
5. training in teaching
6. use of field trips
7. extensive use of reference materials and teach pupils to use them
8. making assignments
9. preparing and planning for daily work
10. abstract concept of supervised teaching
11. obtaining plans for programs for farming
12. acquiring and supervising improvement programs
13. preparing the development of a Farm Bureau of Illinois program
14. success of which may be determined by the number of students who reported that their preservice training was inadequate
15. subject matter covered in training
16. subject matter used in follow-up visits
17. subject matter which was considered by the students to be inadequate
18. subject matter which was considered by the students to be adequate
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The results of the survey were analyzed and the data were recorded on a form designed for this purpose. The form was used to record the number of teachers who reported difficulty in each activity, the number who reported difficulty in the same activity in the previous year, and the number who reported difficulty in each activity in the previous year.

The data were analyzed in terms of the number of teachers who reported difficulty in each activity, the number who reported difficulty in the same activity in the previous year, and the number who reported difficulty in each activity in the previous year.

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planning farm mechanics instruction

A. Norris, Teacher, Canton, Mississippi

Many students have a keen interest in farm mechanics, but only a few have the opportunity to take the farm mechanics course. It is especially important for farm organizations to have a program to train and maintain farm mechanics who can be trusted to do a job properly.

Farm Mechanics

R. W. Cline

The established farmers are the ones who profit most immediately from the training program. As has already been stated, it is impossible for many farmers to make increased use of electrical equipment without major changes in wiring layouts. Let it be definitely understood that this program did not teach the installation of electrical wiring. What it did give the student is a first-hand knowledge of the electrical system, so that where it will be needed in the future.

The writers conducted a ten-week course in wiring for the Future Farmers of America. Forty-two adult farmers were enrolled. All sections of the course were six-weeks in duration. Is a week which we are going to pass on to you. Only 26 of the farmers were not interested in its success. For example, the effects of wiring upon the performance and economy of electric lighting and power appliances are observed and measured by the students. In this course students learn how to operate their farm's electrical systems. They make drawings for the future development of their wiring systems.

The success of our plan has been measured by its results. It has been shown that the plan cost less than $100 for each farm. Eighty to ninety percent of the time this program is carried out will pay for itself.

F. Equipment and space

The height and width of the room must be considered. A minimum of 8 feet is necessary for the height. The floor should be constructed of concrete or asphalt. The ceiling should be constructed of wood or plywood. The walls should be constructed of brick or block. The windows should be constructed of wood or metal. The doors should be constructed of wood or metal.

A. Norris, Teacher, Canton, Mississippi

The following example will illustrate how a course may be set up.

The Course Outline

1. Introduction to farm mechanics
   a. Definition of farm mechanics
   b. Importance of farm mechanics
   c. Farm mechanics in the community
2. Farm machinery
   a. Types of farm machinery
   b. Maintenance of farm machinery
3. Farm implements
   a. Types of farm implements
   b. Maintenance of farm implements
4. Farm buildings
   a. Types of farm buildings
   b. Maintenance of farm buildings
5. Farm structures
   a. Types of farm structures
   b. Maintenance of farm structures
6. Farm management
   a. Farming practices
   b. Farming management
7. Farm budgeting
   a. Farm budgeting practices
   b. Farm budgeting management
8. Farm marketing
   a. Farm marketing practices
   b. Farm marketing management

After the course has been outlined the teacher should outline the specific units that he wishes students to develop in each area of instruction. The following example may be broken down into specific jobs:

Farm Machinery

1. Cultivating
   a. Types of cultivators
   b. Maintenance of cultivators
2. Planting
   a. Types of planters
   b. Maintenance of planters
3. Haying
   a. Types of haying equipment
   b. Maintenance of haying equipment
4. Harvesting
   a. Types of harvesters
   b. Maintenance of harvesters
5. Grazing
   a. Types of grazing equipment
   b. Maintenance of grazing equipment
6. Feeding
   a. Types of feeding equipment
   b. Maintenance of feeding equipment
7. Watering
   a. Types of watering equipment
   b. Maintenance of watering equipment
8. Irrigation
   a. Types of irrigation equipment
   b. Maintenance of irrigation equipment
9. Spraying
   a. Types of spraying equipment
   b. Maintenance of spraying equipment
10. Pest control
    a. Types of pest control equipment
    b. Maintenance of pest control equipment
11. Storage
    a. Types of storage equipment
    b. Maintenance of storage equipment
12. Housing
    a. Types of housing equipment
    b. Maintenance of housing equipment
13. Repair
    a. Types of repair equipment
    b. Maintenance of repair equipment

Next to its relative isolation, the most important factor in the determination of farm families on the land is that of all the 6,000,000 farm families in the United States live in the south.
Teachers need recreation

TEACHERS of agriculture from a recent conference at Camp Clements. Although this is no means regular in location, the five-day period does include time for recreation. The teachers are able to develop a spirit of fellowship that would be impossible in more formal arrangements. Living, working and playing together for a short time helps them to secure vision and enthusiasm for the tasks of tomorrow.

Camp Clements, located on the Cassey Fork River near Sparta, Tennessee, is owned and operated by the Tennessee chapter of the American Association of Future Farmers of America. The camp consists of approximately 25 acres of land, four buildings, a swimming pool, stables and barns, a baseball diamond, tennis courts, and a rifle range. The camp with appropriately equipped 200 FFA state Farmers and their advisors.

The camp is the product of the ingenuity of the farm boys in Tennessee who are members of the FFA. The camp site, located near the geographic center of the state, was donated by the late A. N. Ward. It is on a high bluff overlooking the Cassey Fork River and in the foothills of the mountains.

The FFA chapter in Tennessee has provided thousands of dollars in various ways and transportation difficulties prevented their attendance.

State Department of Education

Community corn show

Many instructors pass up opportunities that the students have if they would only take advantage of the things near at hand. Noel C. Hafez, instructor at Long Prairie, Illinois, had advantage of an opportunity that would really give positive results to the department.

Many towns in north central United States have corn shows sponsored by various organizations but the Long Prairie department around the sponsoring of the corn show as its responsibility. The corn show is a very popular affair and is held in the high school gymnasium. It is held on Saturday and continues Saturday evening to enable the farmers to attend the program and see the exhibits. The FFA president is in charge for the evening and this year the FFA boys opportunity to tell the people in the community what their organization was doing. Local talent was used for special musical numbers. The corn show exhibited the purpose and procedure used in field-corn hybrid corn which was carried out on one of the local farms. The instructor explained the purpose and procedure of the field-corn contest. Mr. Philip H. Cray, Extension Agronomist, University of Minnesota, was in charge.

Douglas Knauf, student

DOUGLAS KNAUF, Student University of Minnesota St. Paul

Only 22 per cent of the rural farm population aged 25 to 30 have finished high school, compared with 44 per cent of those in the urban population (1940).

First Place in the Pennsylvania Agricultural Education Association's Demonstration Contest at the Pennsylvania Farm Show, "Can You Learn to Use an Electric Welder?" demonstrated by William Clemons, Claymont High School, Washington County, Harold Holbrook, teacher.

Different organizations in Hamilton County, Florida have joined 4-h from the Hamilton County Agriculture Workers Association. The purpose of this association is to coordinate all agricultural activities and to promote agriculture in the county. Mr. J. P. Deeley, Teacher of Agriculture at Jennings High School, was elected president of the association.

Ohio George H. Krill, instructor of vocational agriculture at Ashland High School, Ohio, since 1942, was honored with a surprise birthday dinner attended by 150 former students, teaching associates and members of his family. The highlight of the evening’s program and entertainment was the presentations of a small gift to Mr. Krill who is a great fisherman.

Paying tribute to the honored guest were four of his six brothers with Dean Walter Krill of the College of Veterinary Medicine, Ohio State University, serving as spokesman for the family. Superintendent Lumbus expressed his appreciation of the fine work which has been done by Mr. Krill. Other speakers included Principal Gormsh, Dr. W. F. Stewart, and F. J. Kollie of the Ohio State University, included in the list of those present were twenty-five Ohio Farmers and four American Farmers. Mr. Krill can rightfully feel proud of the achievements of three boys and many others with whom he has worked during the past thirty years. Their programs are a living testimonial of his work in the community.

An example of one of the Ackerman boys.

Teacher and students at millionth pine

PICTURED is the left is L. C. Shibley, Teacher of Agriculture, Jenison, Alabama, his two students, with two of their stories as they set the millionth pine sapling. Alabama Future Farmers have planted more than a million pine seedlings on their farms this year. The program is sponsored by the State Chamber of Commerce and the seedlings are supplied by the State Forestry Nursery at a cost to the FFA boys.

This cooperative french program was started back in 1942 when the following three men first originated the idea. These three men were John W. Frease, Executive Vice-President; State Chamber of Commerce; J. M. Stauffer, State Forester; and R. E. Caimie, Director of Vocational Education, who at that time was supervisor of agricultural education in Alabama. These men organized the idea of Alabama Future Farmers planting a pine tree or more trees each year and that within fifteen or twenty years they will own their forests.

Ex-Teachers' new work

Out of 225 Wisconsin teachers of vocational agriculture who were employed in schools in the state in 1941-42, 95 or nearly 43 per cent were in other occupations in 1943-44. The largest number, 45, had gone into farming or business related to agriculture, 19 had become county agents, assistant county agents, or club leaders, 6 were school teachers, 6 had gone into real estate, car sales, conservation or similar positions, and 21 had gone into public service work in addition, 41 of the instructors who were in other occupations in 1943-44 were instructors of C-FARM in 1941-42, and 1 instructor was a student at the Wisconsin College of Agriculture.
Future Farmers of America
H. N. HANSUCKER

Junior vegetable growers and the FFA
GEORGE E. VAPAA, Teacher, Harrington, Delaware

Many men at the present time are interested in the FFA, but few more than three years ago. This is because the FFA chapter activities are not as well known as they should be. This offers the best chance to individual initiation. I have lately won over the program of the FFA chapter, and this has increased the interest and enthusiasm of the FFA members.

The interest is in the FFA because of the benefits it offers to students. The benefits include personal growth, increased knowledge of agriculture, and increased opportunities for future employment.

This year FFA students have established a school forest. This forest is located on 300 acres of land near the school. The forest consists of 1,000 acres of land leased from the state and 721 acres of other land.

The chapter intends to plant 60 acres of chestnut, oak, and maple trees. The chestnut trees will be planted on the state land and the oak and maple trees will be planted on the other land.

In conclusion, the FFA chapter is working hard to improve the environment of their school and the community. They are doing this through the establishment of a school forest and by planting trees on the state and other lands.

THE AGRICULTURAL EDUCATION MAGAZINE, August 1949

Cooperation in FFA forestry projects
H. E. WOOD, Supervisor, Florida

This year FFA chapters in Florida, Georgia, and Kentucky have established school forests. These forests are located on 300 acres of land near the schools. The forests consist of 1,000 acres of land leased from the state and 721 acres of other land.

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Chaplet demonstration plot
R. L. HAPPMANN, Teacher, Mount Airy, Iowa

The Mount Airy FFA chapter was recently awarded a new tractor and equipment for demonstration purposes in the Iowa state soil conservation contest. The contest was judged on the basis of the chapter's achievement in demonstrating conservation practices.

The chapter has established a plot of ground with no improvements, which they use as a demonstration plot and farm with their newly acquired equipment. The plot is located one mile west of Mount Airy on a farm. The tractor is used to basin the farms in southern Iowa, with several soil types including phillips, kildare, and mckeeng sand. The chapter has a five year plan for the plot and plans to produce $750 worth of cash income in advance. The chapter has set up a demonstration plot and has a well equipped tractor available for use. The plot is kept up for the from the landowners and is well maintained.

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In conclusion, the FFA chapter is working hard to improve the environment of their school and the community. They are doing this through the establishment of a school forest and by planting trees on the state and other lands.

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Executive Committee making up agreement with owner.

Soil conservation and soil building practices are not to be overlooked. We cooperate with the county soil conservationist in planning the practices to be carried out. The technique is helping us plan the construction of four grass waterways, numerous check dams, the sifting of large and small gullies, and the construction of at least two terraces. Five years will be required to complete the necessary conservation practices on the farm.

The various practices will be accomplished in the same manner as farmers of the community approach farming, each year. This year we intend to construct three check dams and one large gully, and construct two grass waterways to control the most serious erosion. The following year we will correct the next most serious problem and so on until at the end of five years we hope to see the entire 40 acres in good condition.

We are planning a demonstration and plot field, at which time we will show the entire 40 acres of field. We are planning a demonstration and plot field, at which time we will show the entire 40 acres of field. We are planning a demonstration and plot field, at which time we will show the entire 40 acres of field. We are planning a demonstration and plot field, at which time we will show the entire 40 acres of field. We are planning a demonstration and plot field, at which time we will show the entire 40 acres of field.

The Vermont Association of Future Farmers has been established as a part of the Vermont Agricultural Education in the schools in Los Angeles county. Nearly 500 students are enrolled in this program through this cooperative program.

The Vermont Association of Future Farmers has been established as a part of the Vermont Agricultural Education in the schools in Los Angeles county. Nearly 500 students are enrolled in this program through this cooperative program.

A loan fund is maintained by the Vermont Association of Future Farmers to assist members in the purchase of livestock and feed. For this fund the FFA has been bonded for this purpose.
Cooperation with other agencies in a veteran's program

(Free text page 39)

The purpose of the program is to help farm and farm marketing leaders create a program that will help veterans adjust to their new life outside the military. The program is designed to provide information and support to veterans as they transition from military life to civilian life.

The program will include workshops, seminars, and networking opportunities for veterans to connect with other veterans and professionals in the field. It will also provide access to resources and information about job opportunities, education, and training.

The program will be open to all veterans, regardless of their branch of service or level of experience. The goal is to help veterans find their place in the civilian workforce and achieve their career goals.

The program will be funded through a grant from the U.S. Department of Agriculture, with additional support from local businesses and organizations.

Agricultural programs and the P.E.O.

(Free text page 42)

The P.E.O. (Public Eye on the Environment) is an organization dedicated to promoting sustainable practices and protecting the environment. The P.E.O. has been a strong supporter of the agricultural industry and has offered programs and resources to help farmers and ranchers make the transition to sustainable farming practices.

The P.E.O. offers educational programs, workshops, and resources to help farmers and ranchers reduce their environmental impact. These programs include workshops on soil health, water conservation, and energy efficiency.

The P.E.O. also offers financial support to farmers and ranchers looking to implement sustainable practices. This support can take the form of grants or loans, and is available to farmers and ranchers who are committed to reducing their environmental impact.

The P.E.O. is dedicated to helping farmers and ranchers make the transition to sustainable farming practices, and is committed to supporting the agricultural community in this important endeavor.

Vocational education contributions

(Free text page 43)

Vocational education is an essential part of preparing young people for success in the workforce. It provides students with the skills and knowledge they need to succeed in a variety of careers.

There are many ways to support vocational education, including through donations, volunteering, and advocating for increased funding. By supporting vocational education, we can help ensure that young people have the opportunities they need to succeed.
Trends in community fairs in Pennsylvania

By N. D. STAIRER, Teacher, Wapakoneta, Pennsylvania

The purpose of this article is to discover the re-
sults of a survey conducted in 273 towns in community organi-
sation of community fairs. One of the problems was to arrive at a method of organizing a community fair.

Based on the study of community fairs in Pennsylvania the following questions were considered: (1) What are the prevailing methods employed in organizing a community fair? (2) What are the expenses of the community fairs? (3) How are the committees chosen? (4) How are the committees supervised? (5) How are the meetings conducted? (6) What is the result of the organization of the community fairs?

Trends in community fairs in Pennsylvania

Helping boys choose occupational opportunities

C. B. Wood, Teacher, Fells Village, Connecticut

A democratic form of society has as one of its objectives the individual's contribution to the society. Vacations in our society today are numerous, varied, and individual. The individual must make a selection of the type of occupation he wants to pursue. To choose wisely a boy must therefore be acquainted with many vocations. The schools can help to provide such guidance. Choice means selection and the schools must become a factor in the selection.

In the selection of the curriculum in vocational education there is a responsibility of the teacher in the selection of the methods. It must be a joint responsibility between the administrator and teacher, and in a few schools the administrator may make the selection based on the type of occupation the pupil desires to pursue.

The influence of friends is far the most important factor in the choice of an occupation. Sixty-five per cent expected to become a farmer, sixty-four per cent expected to become a doctor, and forty per cent expected to become a lawyer. The occupations of their fathers are distributed as follows: Forty per cent expected to become an occupation related to agriculture, fifty per cent expected to become a doctor, and sixty per cent expected to become a lawyer. The occupations of their parents are distributed as follows: Forty per cent expected to become an occupation related to agriculture, fifty per cent expected to become a doctor, and sixty per cent expected to become a lawyer.

Seven schools submitted samples of the crops they grew. The crops were: corn, wheat, oats, and potatoes. Sixty per cent expected to become an occupation related to agriculture, fifty per cent expected to become a doctor, and sixty per cent expected to become a lawyer.

The general conclusion is that the routing of the future generation will be an important factor in the choice of an occupation. Sixty-five per cent expected to become a farmer, sixty-four per cent expected to become a doctor, and forty per cent expected to become a lawyer. The occupations of their fathers are distributed as follows: Forty per cent expected to become an occupation related to agriculture, fifty per cent expected to become a doctor, and sixty per cent expected to become a lawyer. The occupations of their parents are distributed as follows: Forty per cent expected to become an occupation related to agriculture, fifty per cent expected to become a doctor, and sixty per cent expected to become a lawyer.
Make courses practical

LEO J. VAN ETten, Instructor, Western Illinois State College, Macomb, Illinois

HIGH SCHOOL and college students enjoy practical courses. Many teachers believe that such practical courses as those described in this article are not only more practical with the re-organization and re-organization of course content and teaching methods, but that they would be more attractive to the average student. The idea is to make the courses more practical, and to make the students more interested and less indifferent towards agriculture.

Electric irrigation is expanding rapidly. Several hundred small electric power lines have been built in the American West and South to serve small areas of farm land. The use of this equipment is increasing rapidly in the United States. The trend is to use electric power for irrigation equipment and to use it more extensively for other purposes.

n making up the plan for a community fair, it is important to have a well-planned program. A fair without a proper program may be a failure, even though the show is well-attended. The program should be designed to appeal to a wide variety of interests and to provide entertainment and education. The program should be well-organized and well-coordinated. The fair should have a variety of events, from sports to performances, from shows to auctions. The program should be designed to appeal to all ages, from children to adults. The fair should be a community event, and it should be a good opportunity for people to come together and enjoy each other's company.

In conclusion, making a community fair a success is dependent on careful planning and organization. The program should be designed to appeal to a wide variety of interests and to provide entertainment and education. The fair should be a community event, and it should be a good opportunity for people to come together and enjoy each other's company.