# Directory
## Vocational Education In Agriculture
### Section 1

#### Directors, Supervisors, and Teacher Trainers

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<th>State</th>
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The Agricultural Education Magazine

A monthly magazine for teachers of agriculture, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association, and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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Subscriptions: $1.00 per year payable at the office of the managing editors, Danville, Illinois. Single copy, 50 cents. In subscribing, it is requested that remittances be accompanied by the order. Papers should be sent to the local editors in or near the cities where they are to be published. The policy of the magazine is liberal, and suggestions for improvement are welcome.

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Unification

In the past two years workers in agricultural education have had varying degrees of responsibility for programs of education in addition to the so-called regular programs. These differences have been due in part to the fact that the local school and department should play in emergency or short duration training programs. Without further discussion of the problem, it appears that there are two broad questions: What is the relationship of these programs to each other? How can they be integrated so that the total educational work of the school and department can be coordinated in the best possible way? To this end, the Committee on Farm Mechanics and the related areas should be coordinated in the community by the teacher of agriculture. He is the leader in the organization of the community and he is responsible for facilities which will have to be used in special programs. The teacher of agriculture should be the leader in the local community which provides for community, state, and national needs. Now and in the future we should seek to tie the various educational programs together under the leadership of the teacher.

26 per cent of total school costs according to figures published by the U. S. Office of Education in Statistical Circular No. 25.

Local costs continue to be the most important in terms of amount. Not only are local funds required for payment of salaries and travel of teachers, but school is required to establish and maintain suitable facilities. As standards have increased and costs have skyrocketed, the local community share in financing of agricultural education has increased to an extent that the cost of the state and federal government. This indicates that the teacher of agricultural education has a growing concern with matters pertaining in the financing of agriculture.

A teacher's primary goal is to help the community buy the best possible training for agriculture. This activity includes the analysis of needs and determination of interest in agricultural education. The program must be known in advance, and must be accepted. The teacher's efforts must be directed towards making the agricultural education program more effective. This requires the cooperation of the parents, the students, and the community. The program must be presented in a way that will meet the needs of the students and the community.

Increasingly, teachers of agriculture are seeking to build programs for their communities, and will be required to do long range planning which will include establishing priorities for the development of certain phases of the program. A number of important decisions will be involved which relate to financing of machinery and equipment, and these teachers of agriculture may well participate in helping to build programs for their communities.

(Continued on Page 214)
Who pays the fiddler
and for what?

MARK NICHOLS, St. George, Utah

The fiddler is the one who plays the violin at the local country dances. The fiddler is the one who entertains the people at the local fairgrounds. The fiddler is the one who brings music to the people of the community. The fiddler is the one who gives the community a sense of identity and pride.

The fiddler is important because he or she helps to bring people together. The fiddler is important because he or she helps to keep the community connected. The fiddler is important because he or she helps to keep the community vibrant and alive.

The fiddler is important because he or she helps to bring in money. The fiddler is important because he or she helps to support the community. The fiddler is important because he or she helps to bring in new businesses and opportunities.

The fiddler is important because he or she helps to bring in culture. The fiddler is important because he or she helps to keep the community connected to its roots. The fiddler is important because he or she helps to keep the community alive.

The fiddler is important because he or she helps to bring in young people. The fiddler is important because he or she helps to keep the community healthy. The fiddler is important because he or she helps to keep the community strong.

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Reimbursement policies in the states of the North Atlantic region

John M. Lowe, Director, West Virginia

The data in the fact shows that the states with the highest reimbursement policies are those with the largest public universities. This is because their faculties are working together to ensure that the students are receiving the best education possible. The data also shows that the states with the lowest reimbursement policies are those with smaller public universities. This is because their faculties are not working together as effectively as the larger public universities. The data also shows that the states with the highest reimbursement policies are those with the highest graduation rates. This is because the students who are receiving the best education are more likely to graduate from the university.

J. M. Lowe

Vocational agriculture education is a form of vocational education that is designed to prepare students for careers in agriculture. The data shows that the states with the highest reimbursement policies for vocational agriculture education are those with the highest graduation rates. This is because the students who are receiving the best education are more likely to graduate from the university.

Reimbursement policies in the states of the North Atlantic region

Reimbursement policies in the states of the North Atlantic region are presented in the table below. The data shows that the states with the highest reimbursement policies for vocational agriculture education are those with the highest graduation rates. This is because the students who are receiving the best education are more likely to graduate from the university.
After entitlement, what?

A program initiated to serve young farmers
H. C. FEITELBORG, Chief, Agricultural Education, Pennsylvania

Federal and state educational officials have been concerned with the fact that one of the best uses of vocational funds was to train those who were interested in farming as an occupation. Therefore, we have every reason to give this immediate attention to preparing the young farmer to be devoted to the installation of new vocational. Many of today's courses are devoted to the supervising of the large community of small units and will be devoted to the instruction of the agricultural education system.

Textbook the teacher's time will be devoted to the preparation of the text. The teacher of agricultural education in general, and the directed farming practice will be devoted to the instruction of the small loci of those enrolled.

Ten percent of the teacher's time is allocated for research.

The remaining ten percent of the teacher's time is used for curriculum development, school officials, farm organizations, farm leaders and others who can contribute to the success of this program.

The teacher's time of 30 hours per week for the entire year. A minimum of 40 to 50 hours per week will be devoted to the teaching of the students by the teacher of agricultural education. The teacher will be required to conduct the directed student activity on the local board of education.

If there is a department for agricultural education, the teacher of agricultural education will be appointed as the head of this department.

The course will be available to all young people in the state, but in any community in Pennsylvania there are departments of agriculture and vocational education in the public schools. In any community the teacher of agricultural education may change his position, but it is expected that the Smith-Hughes law be written today as needed to farm boys and girls will be paid for their participation in this program.

Adaptation to State Plans

When the Institute on the Farm Training Program was planned 5 years ago in Pennsylvania we had very little to do in order to make this program a success. We have been successful in Pennsylvania and this is due to the fact that we have been successful in making the program as practical as possible. The program needs to be used in the future for young men engaged in farming. This was one of the reasons that we were able to make the program reach the state college and the state universities. We are fully aware that the instructors of Pennsylvania and the nation are very well equipped to do this work. The student project is a program which like the Institute on the Farm Training Program under the Smith-Hughes Acts.

We have learned that young men who are interested in farming will be satisfied with a less intensive program of instruction. With this in mind, an attempt was made to make the program of instruction which would meet the needs of young farmers.

Time Distribution for the program which has been initiated in Pennsylvania calls for the employment of a teacher full-time. An analysis of this program is as follows:

1. Twenty percent of his time will be devoted to classroom instruction.
2. Fifteen percent of his time will be devoted to the supervising of the students and the directed farming practice will be devoted to the instruction of the agricultural education system.

The program is now in the process of being developed in a number of states and we have given careful consideration to the following:

Additional Information

The program is now in the process of being developed in a number of states and we have given careful consideration to the following:

1. Will this new program meet the needs of young farmers?
2. Is this new program more successful than the existing program?
3. Are the new teacher's time more effective than the existing teacher's time?

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2. Is this new program more successful than the existing program?
3. Are the new teacher's time more effective than the existing teacher's time?
Financing supervised farming programs

How many times have you as a leader of vocational education encouraged your boys to develop self-supervised farming programs only to find that they have everything but adequate financing of all the programs? You may have these facilities, sufficient land, and an abundance of enthusiasm, but that's as far as it goes. You no doubt have felt helpless, your hands tied; feel that you have absolutely no finances and the father is in no position to help.

You know that a boy needs both money and enthusiasm is easily stimulated and organized but the farm, as well as the barn, brilliantly burns, must have applied satisfaction if it is to rise as quickly as it burns up. One must act.

After analyzing our situation we decided to do something about it. We considered the sources about which money could be had and those in which it might be invested and would be in position to help.

Local Support

In most communities there are service clubs such as the Rotary, Kiwanis, Lions, Optimist, or business organizations in the community. Most farmers from whom we have to work the major portion of their living have various clubs or organizations of their own. All derive the bulk of their business volume from those living in rural areas. In most communities one or more of these clubs may be approached for cooperative participation in the development of a program. Program established upon a sound business basis from the start.

The first organization that we approached was the Rotary Club of Wabash, Indiana. The President, Dr. A. N. Peirce, was quoted at their splendid function and the next day he drew $500 to purchase 20 new pigs to give boys interested in swine an opportunity. The FFA chapter was granted an additional sum for the purchase of four chapter hours to be located conveniently. A "Tricky FFA Pig Club" was organized and a committee appointed to develop the policies to be followed in its operation. Sponsors of the enterprise should be encouraged to be members of the committee.

The committee's first task was to draw up a contract between the recipient of the young gilt, her parents and the pig club committee. The contract stated definite management practices to be followed and subscription. This plan is the one that was followed in the judgment of the pig club committee and administered at the present time; we have difficulty acquiring generous boys to take all the pigs.

The next step was to develop our dairy programs with the aid of banks, provided for chapter use. Our Area Supervisor arranged a meeting with a representative of the Sears Roebuck Foundation. The meeting in our area resulted in the purchase of registered dairy calves to be distributed to deserving students with desirable facilities. Our experiences with the pig club led us to believe that this can be done and handled if a committee of the FFA chapter is appointed to assume complete responsibility of selecting and placing the calves, and developing the plan and procedure for managing these animals. The boys have shown that their success depends more upon them than the teacher for the most part and about all the details.

Chapter Supervisors

The chairman of educational committees should make certain that all our calves reached the county fair and market property for the show. Our committee has recommended that the buyers be lady and that each boy recieving a call has the choice of either returning his买入 all day or proposing the original price of the calves without interest.

In May, 1935, a local business organization presented the dairy club with a check for $400.00 to be used for the purchase of steers. The committee was given to an FFA boy selected by the committee. It wasn't too hard to find an appropriate way to spend the money. The boys decided on the loyal buck. Their choice was wholly based on the weight and the need of the boys. He must be one of his kind needs milk month until the cost is repaid. This reward is a story that will not permit relating the heart warming satisfaction received in observing the determination and cooperation that this boy has shown in making this project a success.

The responsibility placed on his shoulders with this animal is very large, but he knows it. When the story was released in the local paper, a milking contest was arranged in which the boys represented the herd and earned $5.00 towards the prize with $1.00 awarded to the second place.

Another business concern gave us $250.00 for the purchase of steers and we have followed out the same procedure. As a result of this boys have received $5.00 in the form of change from the era and another $5.00 on the purchase of the steers. The money was divided equally among the members of the committee who purchased the calves, invested the boy, and drew up the contract.

The organization sponsoring these dairy objectives a great deal of development and additional help in the future, so it is not surprising that the" Boys and Girls' Day" committee was established as a dairy objective. Only that is not enough and to such undertakings if handled properly.

Financial aid makes boys' dreams come true

In conclusion, we are endeavoring to equip the boys of our organization with as much while promoting these activities:

1. The program is designed to be an active and a vital part of boys' lives.
2. The recipient is responsible for the selection and purchase of the calves, and that his program will be intended to be self-helping and the other calves.
3. The boys and their parents, the FFA and the organization must be in agreement that the contract and must be acceptable to all in attendance.

Related To Educational Objectives

Our society has established schools for a specific purpose which is that of educating the youth of the job of the teacher is that of teaching. The major functions of education, psychology-Psychologically Educational. The major functions or objectives involved in education are teaching and learning.

Changes in Behavior

Psychologically the main function of teaching and learning is to bring about the development of the individual student. This development is broad and described in terms of behavior changes or developments in students can be described or defined in terms of educational objectives.

The purpose of behavior changes or developments in students can be described or defined in terms of educational objectives. This type of change would imply that educational objectives need to be developed to understand the need for soil conservation indicates, firm, the behavior or development which is "understanding of a need and, second, the area in which this understanding is developed." Soil conservation indicates, firm, the behavior or development which is "understanding of a need and, second, the area in which this understanding is developed." This type of change would imply that educational objectives need to be developed to understand the need for soil conservation indicates, firm, the behavior or development which is "understanding of a need and, second, the area in which this understanding is developed." This type of change would imply that educational objectives need to be developed to understand the need for soil conservation indicates, firm, the behavior or development which is "understanding of a need and, second, the area in which this understanding is developed." This type of change would imply that educational objectives need to be developed to understand the need for soil conservation indicates, firm, the behavior or development which is "understanding of a need and, second, the area in which this understanding is developed." This type of change would imply that educational objectives need to be developed to understand the need for soil conservation indicates, firm, the behavior or development which is "understanding of a need and, second, the area in which this understanding is developed." This type of change would imply that educational objectives need to be developed
Improving instruction — through supervised farming

RUFUS W. BEAMER, Teacher Education, University of Texas

F.A.A. as a means

JAMES CRAWLEY and DELMAR BAXTER, Student Teachers, University of Tennessee

T"s through the F.A.A. that much of my most effective teaching is done." That is the opinion of a number of principals of schools throughout the state. This is not to say that the F.A.A. is the only means by which teaching is done, but it is the means by which the majority of instruction is done.

The F.A.A. provides a means of teaching through the medium of the farm. It is through the farm that the student learns the fundamentals of agriculture. It is through the farm that the student learns the value of work. It is through the farm that the student learns the value of money. It is through the farm that the student learns the value of time. It is through the farm that the student learns the value of efficiency. It is through the farm that the student learns the value of cooperation. It is through the farm that the student learns the value of leadership. It is through the farm that the student learns the value of responsibility. It is through the farm that the student learns the value of good health. It is through the farm that the student learns the value of character. It is through the farm that the student learns the value of patriotism.

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Planning for a continuous program of instruction in farm mechanics

P. S. BARTON, Teacher Education, P. J. OILMAN, Agricultural Engineering, University of New Hampshire, Durham, N. H.

A relatively large number of vocational agriculture teachers feel that their instruction is not, and often rightly so, that their instruction is not of a continuous and effective phase of the teaching. Too often it is being a disconnected series of separate programs with a decided lack of previous planning.

This ineffectiveness of the program may frequently be traced to the fact that the mechanics on the farm are part of the teacher. Possibility is suggested in the training center or he has not been trained to properly organize his instruction. Either one or the other of both of these conditions need to be more than meets the teacher's eye.

In order to overcome these conditions and to close the gap between college instruction and the teaching of farm mechanics in a department of vocational education, it possibly will not be too extreme.

Set patterns in training

One logical approach to provide a solution in the training center that is similar to the same problem. Namely, a farm mechanics shop arranged to provide adequate and consistent instruction in common to the section or the state. That is, having a consistent course of study individual having adequate training and experience in farm mechanics. Several training centers have adopted this procedure with considerable success and are building a strong program in their mechanics projects are:

- Building a range shelter for one of the boys.
- Planning for and installing water bowls on the home farm of one of the boys.
- Operating, adjusting, and overhauling farm machines common to the boy's home farm.
- Adjusting and service boys' farm tractors.
- Planning, laying out, and sewage systems for other than the boy's home farm.
- Planning, remodeling or building and organic structures, and maintaining them in good condition. Most applications that one of the projects should be on the basis.

These problems may be discovered through discussions with the boys and their parents, and their interest in training center farm mechanics survey form. It is important to be careful not to alert during farm visits and make note of equipment owned by the boy.

Context found on form

These problems may be discovered through discussions with the boys and their parents, and their interest in farm mechanics.

F.A.A. show cards

The Texas Agricultural Extension Service has published cards 11 x 14 inches and mailed them to the 3000 or 4000 home boys in their local chapters on the basis of one-half of the cooperative local boys.

The following are examples of first-year shop projects that need the necessary farm mechanics skills:

1. Repairing windows
2. Making a wagon spoke
3. Sharpening drills
4. Repainting and sharpening cold chisels
5. Making a chicken feeder
6. Repairing an iron garden rake

It is absolutely essential that the teacher require the boy to have an adequate plan before he attempts a project that is heading for scholarship. The value of cooperation, the necessity of respect for validity of contracts and the fulfillment of obligations.

F.A.A. card holders

As a service to Future Farmer members, the state office has purchased for each boy in the state a right size for the F.A.A. state member book. These cards will be available at 5 cents each, which is far below the cost of production.

The California Future Farmer in farm mechanics the teacher is trying to develop is the community.

Certain objectives should be kept in mind when using the F.A.A. materials.

- The project selected should require the use of fundamental farm mechanics skills.
- It should stimulate good work habits and character development.
- It should be a type of project that will result in the experience.
- The pupil should get full advantage of the F.A.A. unsponsored farm mechanics activities required in his farming program.
- It should encourage each student to make the most of his own abilities and to use his skills to the fullest.
- It should develop confidence in the project...
## What are they teaching in farm mechanics?

**O. L. Young, Teacher Education, Illinois State Normal University**

**TABLE II**

### Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Per cent of the time spent in this area</th>
<th>Range of per cent of the total time spent on farm mechanics</th>
<th>Average number days spent in this area</th>
<th>Range of days spent in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete work</td>
<td>97</td>
<td>7 - 20</td>
<td>5 - 12</td>
<td>17 - 41</td>
</tr>
<tr>
<td>Wood cutting (other than wood)</td>
<td>96</td>
<td>7 - 16</td>
<td>6 - 12</td>
<td>16 - 36</td>
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<tr>
<td>Shoveling</td>
<td>95</td>
<td>7 - 16</td>
<td>6 - 12</td>
<td>16 - 36</td>
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<tr>
<td>Mowing</td>
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<td>7 - 8</td>
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<tr>
<td>Field husbandry</td>
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<td>10 - 20</td>
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**TABLE I. Time Devoted to Various Areas in Farm Mechanics in Illinois**

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**Tractors are still one of the main items of equipment demanded by farmers.**

**Future Farmers invest in farming**

**Federal aid and local programs**

**Federal Agricultural Education Program**

**Continuity (Former Farmer — Young Farmer — Adult Farmer)**

**New plans and research needs**

**The future of radio?**

**Is the FFA ready for work in radio?**
Establishing establishing of farming

U. E. FRANKEN, Teacher, Amalia, Virginia

TONG time planning in fundamental is successfully, establishing of farming in a community is established, the on-farm training program has been influenced by the fact that the young people are not ready to be the leaders in this field. The example of Amalia County, Virginia, a small agricultural county, will be used to illustrate this point.

At one time, Amalia County was a rural area, with very little beef cattle farming. Now it is a thriving farming community. The change in the beef cattle farming in the county is due to the fact that the young people are now ready to be the leaders in this field.

In the case of Amalia County, the on-farm training program was established. The program was designed to provide young people with the necessary training and skills to become successful farmers. The program was designed to be flexible, allowing for different training needs of the participants.

The program was successful, and the young people in Amalia County are now ready to be the leaders in the farming community.

The success of the program is due to the fact that the young people in Amalia County were given the necessary training and skills to become successful farmers. The program was designed to be flexible, allowing for different training needs of the participants.

In conclusion, the on-farm training program is an effective way to establish farming in a community. The program should be designed to be flexible, allowing for different training needs of the participants. The success of the program is due to the fact that the young people in Amalia County were given the necessary training and skills to become successful farmers.
Visualizing problem solving
HENRY MERRIMAN, Teacher; HENRY MERRIMAN, Colden Teacher, Sumner, Washington.

On all sides we hear complaints about students who cannot do the work on time. We would like to earn a thorough from the standpoint of two people, one who has bad experience in teaching and one who is preparing to teach.

This year Henry Merriman has been working with two groups of students in his class. Both of them have professed the assoc.

Mr. Merriman made recently to the point that "In my own experience as a teacher I have found that in all my teaching, and in

Of course we know that our students differ in abilities, attitudes, in capacity to learn, in environment, and in background. Naturally we will find that their reactions will be based partly on their particular situation and their present situation. Therefore, in order to do a good job of teaching, not only our students but also our stu-

This paper will illustrate with one example how we can try to encourage participation of vocational students in the process of thinking as one of our main objectives for unless they think, they will not really learn.

The problem concerned their super-

The antigu-

The example we have to give as illustration and justification for this article was to have each student illust-

The concerns of the super-

In our teaching, we are often the ones who are teaching but we are not teaching alone. We are teaching in a group, teaching the individual, teaching each other.

The nature of educational objectives

In teaching.

Objectives of Teaching

Teachers consciously or unconsciously strive for educational objectives that are used in evaluation studies.

Objectives of the Individual Learner

Education is a process that involves a teacher's and a student's or group's effort. The student's objectives are achieved in teaching, and the student's and teacher's objectives are achieved through the interaction of the two. The end, it is understood, is the student to whom edu-

In terms of 1940 prices, the 290

Summary

In our chapter state contests, we have a great deal of incentive for young men to develop desirable traits of character and leadership. In our chapter state contests, we have a great deal of incentive for young men to develop desirable traits of character and leadership. The growth of student participation in our chapter state contests, as well as the number of students who have participated in our chapter state contests, is directly related to the increase in the number of students who have participated in our chapter state contests.

The future of agriculture as a social phenomenon

The future of agriculture as a social phenomenon is an important issue for all students who are interested in agriculture and related fields.

Advisory council aids in evaluation (Continued from Page 511)

period of a year or more in advance.

9. Young farmers should have an organization that will do their bidding in much the same way that many organizations are doing for the "Future Farmers of America." The young farmer program has up to now been trying to make it an integral part of the whole community organization in much the same way that it has been for the one with the greatest possibilities.

One of the major objectives of the future farmers organization is to have the students do much of the organizing and conducting of this program, with the possible exception of the final step of actually getting established in farming which is one of the objectives of the "Future Farmers of America program in any community.

Community support

Then too, many are engaged in a six-day week round the clock.

Agriculture and community service.

(Continued from Page 498)

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Community support

(Continued from Page 195)

There is no question that a very brief, but vocational agriculture, properly started and equipped, is one of the most important and most successful parts of any high school program. The parents of pupils in this curriculum are rapidly learning that this course is more important than good will toward the school. As the boys go on to college, stay on farms, or enter some other field, their success helps the school. More important still, what they have learned and practiced in this course is an asset to their community. It is an asset to the rural community life that must be fostered.

Vocational agriculture fills a great void and necessity is here to stay.

Support From Private Sources

A considerable amount of money is needed to support agricultural education. This is true of private and public funds. But since money does not come under the administrative direction of the state or federal governments, the states have available a fund. The states support agricultural education. But the states are the great contributors to this fund. The states are the great contributors to this fund.

Private funds are generously used in this program. Money is raised by parents, city, state, and federal governments. Money is raised by the states and the federal governments. Money is raised by the states and the federal governments.

Agriculture education is a very important part of the education system. It is an important part of the education system. It is an important part of the education system.

Directory

INSTITUTIONAL ON-FARM TRAINING

I THINK the average American citizen will agree that all classes of farmers, both young and adult, have not been left out in the field of organization. Furthermore, I am sure that most of us would agree that the agrarian class of people needs the strength and help of organization as urgently as any other group of workers. If this is true, then the responsibility and capacity of such an organization lies within the ranks of the public schools. Certainly this is true of vocational agricultural schools.

If we proclaim to the leaders in the public schools of America that we are ready to support the organization, we must face the fact that we must find these leaders. We must find these leaders. We must find these leaders.

I am sure they are all ready to support the organization. They are ready to support the organization. They are ready to support the organization.

The club meets every other month, to discuss the important problems that our school faces. These meetings are attended by members of the organization, the school administration, and the school board. These meetings are attended by members of the organization, the school administration, and the school board. These meetings are attended by members of the organization, the school administration, and the school board. These meetings are attended by members of the organization, the school administration, and the school board.

Local Program

Since the organization of the Agrarian Club in Zachary, many progressive things have been accomplished. The FFA boys from Zachary High School have received national and state honors in numerous categories. The Agrarian Club has received national recognition.

The club has received national recognition. The club has received national recognition. The club has received national recognition.

There is an organized committee in this club that meets every other month to discuss the problems that the club faces. This committee is attended by the members of the organization, the school administration, and the school board.

Two other community organizations have been established in this school. The first of these is the Agrarian Club, which is a club that is run by the students of the school. The second is the Agrarian Club, which is a club that is run by the students of the school. The second is the Agrarian Club, which is a club that is run by the students of the school.

The officers of this club are: president, vice-president, secretary, treasurer, FFA advisor. The officers of this club are: president, vice-president, secretary, treasurer, FFA advisor. The officers of this club are: president, vice-president, secretary, treasurer, FFA advisor.

The purpose of this club is to improve the students' understanding of agriculture and to increase their interest in this field. The purpose of this club is to improve the students' understanding of agriculture and to increase their interest in this field. The purpose of this club is to improve the students' understanding of agriculture and to increase their interest in this field.
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