Agriculture is an art which will enrich those who diligently practice it, provided they understand it, but if they do not understand it, it matters not how hard they may labor at it, it leaves them in poverty. — Xenophon.
Contents

How Important Are People?

A teacher of agriculture in his first year attended a year-long course in teaching methods and was asked to test her students in the field of agriculture teaching. She was called upon to give some examples of how teaching principles can be applied to the "neoclassical" curriculum. In commenting on the fact that the course was modeled on the "hands-on" approach, the teacher, a recent graduate, said, "I believe that this approach is just what we need to do in the classroom." This is the kind of teaching that is needed, she added, and that the students really enjoy.

Some Philosophies and Our Work

Twenty-Fourth Annual Conference of the Pacific Region

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Co-operating Service

E. A. Gallup Reference

Antiquated vs. Modern Procedures in Livestock Selection

There are indications that some teachers of vocational agriculture and other people responsible for instruction in animal husbandry are becoming increasingly aware of the newer developments in the science of animal breeding. However, the amount of appreciation of the situation at large would lead to the conclusion that certain instructional procedures and other activities are being perpetuated which lag far behind the best that is known in the field of livestock improvement. It is time we became cognizant of the fact that recent developments in animal genetics, if used intelligently, are likely to revolutionize some of the traditional approaches to livestock selection and breeding.

The primary emphasis in livestock selection is still centered upon the evaluation of individuals. This is the traditional judging exercise, with few changes in the scoring method in a third of a century. It would seem, however, that the emphasis on the detailed score card and the "balancing" of breed type and individual merit is still essentially the same. The assumption that a well-drawn card is a valid criterion is an assertion that cannot be made in a test, judging is a crude approach to the values of greatest worth in farm animals. It seems reasonable to predict that the breeders of the future will see a new emphasis depending on whether or not they are able to select breeding stock which is capable of transmitting qualitative traits to their herds.
SomePhilosophies and Our Work

CARSIE HAMMONDS

Professor of Agricultural Education, University of Kentucky

One of you, we have been talking of ignorable values—evaluative values. All evaluative values are relative and subjective. Our ideas of good and bad, of what is desirable and what is not, are determined by the culture in which we live. But, in the face of diversity, there is a need for common values. We must find ways to help pupils develop a sense of moral responsibility, to understand the impact of their actions on others. We must help them to recognize the importance of fairness, respect, and justice. In short, we must help them to develop a sense of citizenship.

Enjoyment of Farm Living

What one knows or truly understands about living on a farm is often learned at a very young age, perhaps even before entering school. Farm life is an integral part of the community, and the values and traditions that are passed down from generation to generation help shape the way people think and behave. It is important to recognize the importance of farm experiences in shaping our worldview.

If you have ever been to a farm, you know that it is more than just a place to grow crops or raise animals. It is a way of life, a way of thinking and doing things that is deeply ingrained in the culture. The values that are taught on the farm are important, and they help to shape the way people think and behave in their daily lives.

Agriculture: a Vocation and a Profession

I believe that agriculture should be taught as a profession, not just a vocation. In order to succeed in agriculture, one must possess a strong foundation in the sciences, as well as a knowledge of the business aspects of farming. There are many opportunities available in agriculture, from farm management to research and development. With the current emphasis on sustainability and environmental stewardship, there is a growing demand for professionals in this field.

The Importance of Farm Work

Farm work is not just hard work; it is also a way of life. Farm work teaches us the value of hard work, responsibility, and perseverance. It teaches us to work together as a team, to be resourceful, and to make the most of what we have. Farm work is a way of life, and it is important for young people to have the opportunity to experience it.

The Value of Farm Education

Farm education is important because it helps to prepare young people for the realities of farm life. It provides them with the knowledge and skills they need to make informed decisions about their future. Farm education also helps to instill a love of the land and a commitment to stewardship.

The Future of Farming

As technology advances, the face of farming is changing. New methods of farming, such as precision agriculture, are making it possible to produce more food with less input. At the same time, there is growing concern about the impact of farming on the environment. There is a need for new approaches to farming that are sustainable and environmentally friendly.

The Role of Education

Education is key to addressing these challenges. By providing young people with the knowledge and skills they need to succeed in agriculture, we can help to ensure a bright future for farming. We must continue to invest in farm education and research, and we must work together to create a more sustainable and resilient food system.
Twenty-First Annual Conference of the Pacific Region

E. J. JOHNSON, Assistant State Supervisor, Denver, Colorado.

IMPROVED TEACHING METHODS.

Agricultural education is a recognition of the need for college and technical education, and teaching of farm mechanics is one of the many ways in which it is being accomplished. Many people in agricultural education are engaged in teaching farm mechanics courses. These courses are being taught in many places, and they are being taught by a variety of methods. The goal of these courses is to provide students with the knowledge and skills necessary to operate and manage farm machinery effectively. The success of these courses depends on the quality of instruction provided by the instructors, as well as the enthusiasm and dedication of the students. The goal of these courses is to provide students with the knowledge and skills necessary to operate and manage farm machinery effectively. The success of these courses depends on the quality of instruction provided by the instructors, as well as the enthusiasm and dedication of the students.

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The Louisiana Cross-Section Plan of Course Organization

J. O. HEBERT, Instructor
Washington, Louisiana

During the last decade following the introduction of vocational agriculture in Louisiana, the idea of individual programs of study evolved from the common core course. It is a matter of history, now, that one teacher in the elementary department in Louisiana could not teach satisfactorily the large number of pupils who desired instruction in the various agricultural subjects. These pupils are classified as a group of persons who desire to become farmers and who are interested in the agricultural aspects of life. The program of study was based on the premise that the pupils should be placed in the proper vocational category and that they should be given an opportunity to pursue the special studies in the areas of agriculture that are important to them.

The Louisiana Cross-Section Plan of Course Organization was developed to meet the needs of these pupils. It is a plan that will help the pupils to select the courses of study that are most important to them and that will help them to develop their special abilities.

1. Focusing students with the program in agriculture
a. Focusing students with the program in agriculture
b. Focusing the pupils with the program
c. Focusing students in choice of course

2. Selecting the farming type

3. Analyzing the farming type into enterprises

4. Selecting the enterprises

5. Distributing the farm jobs

6. Building the individual participating program

7. Developing the Farm-Training Program

For the sake of brevity, I shall omit the first three steps in this discussion, and briefly discuss the others.

1. Selecting the enterprises

2. Selecting the enterprises

3. Distributing the farm jobs

4. Building the individual participating program

5. Developing the Farm-Training Program

The Cross-Section Plan of Course Organization is designed to help the pupils to select the courses of study that are most important to them and that will help them to develop their special abilities. It is a plan that will help the pupils to select the courses of study that are most important to them and that will help them to develop their special abilities.

It seems advisable to have all the enterprises that the pupil jobs involved in the study program, and the pupils will be given the opportunity to select the enterprise that best suits their abilities. The pupils will be given the opportunity to select the enterprise that best suits their abilities. This gives the pupils the opportunity to select the enterprise that best suits their abilities.

It should not be possible to build a course of study in farm jobs that will give the pupils the opportunity to select the enterprise that best suits their abilities. The pupils will be given the opportunity to select the enterprise that best suits their abilities.

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Contract Method of Teaching

W. G. WADE, Instructor
Missouri

This contract method is one method we are using in Missouri. It is a method that is used in units of farm enterprises. We have units of farm enterprises, and we believe our students will work a lot longer with these units than they would with the pupils in the regular classroom. The students will work at their own pace and in shorter time and find that is more productive.

In Missouri, we have a contract method of teaching. We have units of farm enterprises, and we believe our students will work a lot longer with these units than they would with the pupils in the regular classroom.

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One of the outstanding features of this system is that our students learn the principles of each subject long before they start work, and each student profits from the experience of each student. All students can also be handled alike. This method lets the boy have his work and he can work at his own rate. He can learn at his own rate and in his own time. He can learn at his own rate and in his own time.

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Supervised Practice
H. H. GIBSON

Colorado Livestock Loss Prevention Survey
E. J. JOHNSON, Assistant State Supervisor, Denver, Colorado

A survey of livestock deaths in Colorado, made by the Colorado chapters of the American Association of Vocational Agriculture, the school departments, and the individual chapters, showed that 70% of the deaths occurred in the sawmill and lumbering districts. Of these, 70% were from accidents in the mill. The remaining 30% were from accidents on the farm. The survey showed that 70% of the deaths occurred in the winter months, when the weather was cold. The survey also showed that 70% of the deaths occurred on the farm, while the remaining 30% occurred in the sawmill and lumbering districts.

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Planning the Farm Mechanics Program

K. L. Holloway, Teacher Education, Fayetteville, Arkansas

of vocational agriculture consists of farm shop work with manual training. As a group it must be recognized that teachers of vocational agriculture are not qualified to teach manual training, nor are educators in this field to instruct their students in the performance standard that reflects credit upon the work of the department. The making of broken tools, cords, washers, candlesticks, and similar materials possibly interesting to the pupil, but in the nature of things, these activities are not minor consequences of comprehensive activities which have a functional relationship to the activities of farm economics.

The question, "How can farm shop work be effectively administered?" is a logical one for the teacher. Probably the best answer is that in all schools the program of farm shop work should have one or even more of the major objectives of farm shop work as a whole. Farm shop work must be designated which all the work that can be done on the farm is a necessary part of the program. In order to maintain a comprehensive and well-rounded program of farm shop work, the farm shop work is an integral part of the program.

The farm shop program is a functional phase of the teaching which is to be accomplished during the entire instructional program. The lack of the teacher is the result of the failure of the administration to provide funds for the maintenance of the department. A special effort should be made to secure this local support for the maintenance of the department.

The first year of the program is normally the first year of the program. This is a logical time for beginning the program. The first year of the program is the first year of the program. The first year of the program is the first year of the program. The first year of the program is the first year of the program. The first year of the program is the first year of the program. The first year of the program is the first year of the program.

In the repair of farm machinery, the accompanying work sheet may possibly be used to advantage by the pupil.

The advertising value of a numerical program in farm shop work should not be overlooked. A study of the achievement of a farm shop class involving an interest list of articles made or repaired, the cost of the repairs and material, the value of the articles either made or put back into service in good working condition, and has great value as local publicity for the department.

It is to be regretted that the preparation in the field of farm mechanics on the part of the teacher is frequently quite inadequate. This should not deter the teacher, for there are few who cannot learn some skills under proper supervision, for instance, so that a beginner can make some progress. The farm shop and mechanics opportunities await any student in any locality.

Operating Sheet For Farm Machinery Repair

Style or type of Machine.

Name

Reason for Replacement

Broken

Worn

Loud

Size or Number Cost

Total cost of parts to be replaced.

Are you able to overhaul this machine yourself?

Estimate of local mechanic for labor on the job.

Outline the steps to be followed in overhauling this machine, and indicate the tools needed:

In the repair of farm machinery, the accompanying work sheet may possibly be used to advantage by the pupil.

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Judging Helps

HOOPARD's Dairyman is publishing a Cow Judging Kit consisting of 30 cards. There are two cards for each breed, with each card showing three views of the cow. There is a master card for each breed showing all the views of the same cow. The cards are 3 x 5 in. in size, printed on good cardboard, and sell for $1. The kit contains 3000 reproductions of classes used in the contest.

The Organization of Missouri Dairy Club, 202 West 20th Street, Nixa, Missouri, issued a bulletin on Herd Classification and Dairy Judging, illustrating the classes and showing the appearance of the cow and the classification.

The first farmer was the first man, and the first farmer was the first man.

Poultry Equipment Display

At times we are at a loss to know what to do with that 100 hen farm.
Studies and Investigations
C. S. ANDERSON

Attentance at Iowa’s Agricultural
Schools*

H. M. HAMBLIN, Teacher Educator

Iowa City

I. Nature of the Study

The study to be reported was con- conducted during the years 1937 and 1938 at the University of Iowa, in the Extension Experiment Station. The study was large and comprehensive in scope, and it was to be of permanent organi-

zation for those interested in agricul-
ture education in Iowa at that time.

II. General Background

Iowa's first reinforced agricultural education was conducted in 1928-29.
Last year's 13-year-old schools, the State Teachers School at West Ok-lahoma, included 1,200 students, approxi-

mately 80 percent of those at the

State Teachers School at Okla- homa, 80 percent of whom attended three or more meetings. The average enroll-
mant for the 13-year-old schools was

54.9 percent of those attending three or more meetings. These data suggest that the

results of this study are likely to be significant for any school administering a

school with comparable characteristics.

III. Development and Present Status of Agricultural Education in Iowa

The study was conducted at the University of Iowa in 1937-38. The experi-

mental schools were designed and con-

ducted by the research staff at the University of Iowa. The schools included a

random sample of agricultural schools throughout Iowa. The results of the

study were presented to the appropriate authorities and body of Iowa, and the

results of the study were used in the preparation of the report.

IV. Results of the Study

A. Attendance at Iowa’s Agricultural

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random sample of agricultural schools throughout Iowa. The results of the

study were presented to the appropriate authorities and body of Iowa, and the

results of the study were used in the preparation of the report.

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4. Results of the Study

A. Attendance at Iowa’s Agricultural

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Future Farmers of America

L. R. HUMPHREYS

National President
Visits the Field

L. R. HUMPHREYS, Teacher Education, Logan, Utah

Our national president, Robert A. Ewell, has been touring the country as a representative of P. F. A. chapters throughout the month of January. He has met with several groups of Future Farmers of America and is looking forward to meeting with more in the coming weeks. His trip has been filled with discussions and presentations on various agricultural topics.

Seeing Is Believing

ROBERT CARLTON, Reporter, Murray, Kentucky

When the Lexington F. F. A., P. F. A., began planning a two-weeks trip through the state, few of us knew what to expect. It was a time of preparation and excitement, as the students looked forward to the opportunity to visit new places and learn about different agricultural practices.

All president of the chapter that I am present to this moment, please join the active chapter plan for the future. The active chapter plan is an excellent way to ensure that our future chapters remain active and engaged.

Active or Inactive

IN MY travels as a national officer during the past year (by this, I mean the past five months), I have talked with every F. F. A. chapter members from many states, some have shown interest, some need to be attended to, others are interested incredibly. I, too, have talked with the national F. F. A. chapter members and have attended meetings and events to learn about their organizations. I have also been able to visit several F. F. A. chapters across the nation, experiencing the differences between the active and inactive chapters. In this chapter, I will discuss the program of work for the active chapter plan and the importance of attending meetings and events.

The Work of the President and Vice-President

LESLIE NELSON, Teacher, Belcherville, Utah

As the work of the president and vice-president continues, we must remain committed to the success of our organization. The active chapter plan is a vital tool in achieving this goal. It is essential that we continue to support and encourage our students as they work to achieve their goals.

Co-operative Buying

J. H. ROBERTS, Agriculture
Wilford Springs, Missouri

TEN THOUSAND Wilford Springs F. F. A. members recently bought the largest pool of Jeneb, a popular brand of organic fertilizer. The purchase was made possible through the co-operative buying program, which allows students to purchase large quantities of products at a discount.

The by-laws help the executive officers of the F. F. A. to get off the right track. If we don't look beyond the constitution for help, we need to apply the F. F. A. constitution for ideas. Visit other chapters! Attend leadership training courses, and other programs that have been designed to prepare you for your job.

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The next week we arrived at the top of Lookout Mountain, 2,590 feet, overlooking the valley below us. We left the car on the edge of a cliff and walked out onto the precipice. The view was breathtaking. We could see for miles in all directions.

The meeting was attended by our national president, Robert A. Ewell, who spoke on the importance of agriculture and the role of Future Farmers of America. He emphasized the need for students to stay engaged and active in their organizations.

In the end, we left the meeting inspired and excited for the future of our organization.
E. E. Gallup Retires

Contract Method

Pacific Regional Conference

VOCATIONAL AGRICULTURE EDUCATION DIRECTORY

STATE SUPERVISORS—TEACHER-TRAINERS*