Agricultural Education

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Ohio F.F.A. Chapters Exhibit at State Fair

CARL G. HOWARD.

THIRTY Ohio Chapters of Future Farmers of America made exhibits in the Junior Fair division of the 1931 Ohio State Fair. These exhibits were designed to portray F.F.A. ideas and chapter activities. This is the third year for F.F.A. exhibits at the state fair. They have been very successful in attracting the interest of the public and accomplishing it with the purposes of the organization. Exhibits are judged on the following points:

a. Use of Future Farmer ideas...... 50
b. Quality of exhibit................. 50
c. Originality of exhibit............. 50

Texas F.F.A. Chapters Exhibit at State Fair

C. E. BARRETT.

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total................................ 150

Transportation and liberal premiums were provided. Twenty premiums were offered ranging from $25 for first down to $5. Fredericksburg chapter has set the pace by winning first place in the last two years. Robert Clark, president of the Ohio Association of Future Farmers of America, was president of the winning chapter the past year. Greenfield chapter won second premium and Canal Winchester chapter was third. Other classes for vocational agriculture students at the Ohio State Junior Fair are provided in farm shop, poultry, swine, sheep, wool, dairy cattle, beef cattle, printer's, and poultry.

Vocational agriculture students at the Washington University High School of Puyallup, Washington, are carrying on a group marketing contest "on paper." Each student ships one bushel of potatoes daily to a selected market where he sells a fair price may be obtained. Complete data on the cost of shipment, number of days required for delivery, and profit or loss of the transaction is kept. These Future Farmers hope to get a better understanding of marketing while the profits and losses are still "on paper."

Orland, California, high school agriculture students participating in a Future Farmer judging contest of the Orange County Fair this year won the W. S. Gullard trophy for the second consecutive year. Orland High School won the trophy in 1929 and 1927, and with this year's win the school now holds the trophy for three years consecutively. The contest was judged by 14 local farmers, and bananas were the entry that was judged. The students had an interesting time in judging and the contest was considered a big success by all concerned.

Kenneth Patchen, Corvallis, Oregon, National President, F.F.A., 1931-32

"A man's value lies in his ability to think individually and act collectively."

ELBERT HUBBARD.
EDITORIAL COMMENT

AGRICULTURAL EDUCATION

Agriculture in the public school systems of many states requires a major change. The benefits of an improved agriculture education system would be far-reaching and would benefit both the students and the communities they attend. The current system is fragmented and lacks coherence, with each state having its own set of guidelines and requirements. This results in a disjointed approach to teaching agriculture, which can be confusing for students and teachers alike.

There is a need for a standardized curriculum that provides a comprehensive and consistent education in agriculture. Such a curriculum would ensure that students have a solid foundation in the principles of agriculture, which would prepare them for future careers in the field. It would also promote a deeper understanding of the importance of agriculture in our society and the role it plays in feeding the world.

The importance of agriculture education cannot be underestimated. Asst. Prof. H. W. Johnson, of the University of Wisconsin, emphasizes that agriculture is a critical component of our economy and society. He stresses the need for a strong agricultural education system to ensure the continued development and growth of the industry.

Agriculture is a dynamic field that is constantly evolving, and it requires a well-trained workforce to keep pace with the changes. By providing a strong education in agriculture, we can ensure that our future leaders are equipped with the knowledge and skills needed to succeed in this ever-changing field.

In conclusion, the improvement of agriculture education is crucial to the success of our agricultural sector. With a standardized and comprehensive curriculum, we can ensure that students have the opportunity to develop the skills and knowledge necessary to succeed in this vital field.
fortunate credits but it is bad for people in general, and for farmers in particular, as the small farmer is cut off from the market and often has to sell his goods at a price that is too low to cover his costs.

It is the task of the Department of Agriculture to make farmers aware of the value of their produce and to ensure that they receive a fair price for it. The Department of Agriculture is responsible for ensuring that farmers are paid a just and fair price for their goods, and for promoting the interests of farmers in general.

The Department of Agriculture is also responsible for ensuring that the quality of the goods produced by farmers is maintained and that they are of an acceptable standard. The Department of Agriculture works closely with farmers to ensure that they are able to produce goods that meet the needs of consumers and that are of a high standard.

The Department of Agriculture is also responsible for ensuring that farmers are able to access the financial resources they need to continue to produce goods. The Department of Agriculture works with banks and other financial institutions to provide farmers with the loans and other financial resources they need to continue to produce goods.

The Department of Agriculture is also responsible for ensuring that the environment is protected. The Department of Agriculture works with farmers to ensure that they are able to produce goods in an environmentally sustainable way, and that the environment is protected from the impact of agricultural activities.

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ResearchDiscussedAt


Research in agricultural education was the subject of attention at this year's convention of the American Vocational Agricultural Association.

A half-day meeting called by the American Vocational Agricultural Section for persons interested in the subject was held on a Wednesday afternoon, December 6. Discussions were held on the status of the research department of the national and regional, and national committees on research; the dissemination of research findings; and the interpretation of research findings.

The committee was able to report significant progress in the field of research. Regional committees have been set up in all sections of the country and regional, and national committees on research are being organized to aid in the interpretation of research findings. The dissemination of research findings is being improved by the use of improved methods of communication.

Suggestions for the work of the commission were made, including the establishment of a national research association for the purpose of coordinating the research activities of the various committees.

Wesley A. O'Leary

A. V. A. President

WESLEY A. O'LEARY, national executive and a former state commissioner of education, New Jersey, is the new president of the American Vocational Association. Mr. O'Leary was elected as president of the American Vocational Association at the annual meeting of the association, held on January 12, 1929.

Mr. O'Leary has been active in the work of the association since its inception and was a member of the national research committee and the national committee on research regarding vocational education. He is an active member of the national research committee and the national committee on research regarding vocational education.

A. V. A. to Kansas City

The American Vocational Association will hold its 1932 annual meeting in Kansas City, Missouri, the date for the meeting has not yet been determined. The association's meeting will be held in conjunction with the American Vocational Association's annual conference in the city. The meeting will be held in the city.

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Policies in Relation to Teaching Marketing of Farm Commodities in

A committee report presented at the New

I. STUDYING THE data and opinions in the literature on farm marketing and economic trends in American life in the United States, the National Research Council, the committee is mindful of the complexity of the problems involved in these studies. The recent history of the public schools in pursuing educational and economic activities. The committee's investigation of the educational and economic problems involved in these studies has led to the conclusion that the public schools should not be engaged in these activities. The committee's investigation of the educational and economic problems involved in these studies has led to the conclusion that the public schools should not be engaged in these activities.

Your committee has given careful thought to these problems and respectfully recommends the following principles and policies:

(a) The committee recommends that the public schools should not be engaged in these activities.

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Aims and Objectives of the High School Course in Vocational Agriculture

G. E. FREEMAN, A. M., State Supervisor of Vocational Agriculture, Tennessee

The primary aim of vocational agricultural education is to train capable and trained persons for productive farm enterprises. There are several methods by which this may be accomplished and the trainee may naturally develop the skills necessary for proficiency in farming. In fact, a farmer must possess 27 abilities, according to the standards of the Southern Regional Conference of Vocational Agricultural Educators in April, 1939. These main heads are as follows: Soil; production; farm organization; marketing; capital investment; and training. The development of these abilities under the guidance of the high school teachers becomes the principal objective of our instruction in vocational agriculture. In the ready-made, the abilities desired are:

1. The ability to select and economize in the use of crop and livestock production.
2. The ability to handle and produce livestock economically.

The ability to produce crops of desired quality according to market demand.

3. The ability to produce livestock and livestock products of desired quality according to market demands.

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The above list is not exhaustive, but it does illustrate the importance of these abilities. It is further important for us to know that these abilities are not the only ones that are necessary for proficiency in farming. In fact, a farmer must possess 27 abilities, according to the standards of the Southern Regional Conference of Vocational Agricultural Educators in April, 1939. These main heads are as follows: Soil; production; farm organization; marketing; capital investment; and training. The development of these abilities under the guidance of the high school teachers becomes the principal objective of our instruction in vocational agriculture. In the ready-made, the abilities desired are:

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The first evening school was held at A. C. Casey's home because this location was more convenient to the participants and the space was adequate. The evening school was designed to provide education for individuals who could not attend the regular day school due to their work or personal commitments. The evening school was well-attended and participants were enthusiastic about the new learning opportunity. The school was supported by the community, and the teachers were dedicated to providing quality education.

The evening school offered various courses, including reading, writing, and arithmetic. The classes were small, allowing for personalized instruction. The teachers were skilled and passionate about teaching, and they were committed to helping their students succeed.

The success of the evening school led to its expansion, and additional classes were added. The school continued to grow, and by the end of the first year, it had a strong foundation and a positive reputation in the community. The evening school played a vital role in the education of many members of the community, especially those who were unable to attend the regular day school.

In conclusion, the evening school was a significant achievement for the community. It provided an opportunity for education and personal growth for those who could not attend the regular school. The evening school demonstrated that education can be accessible to everyone, and it set a precedent for future educational initiatives.
This article is based on information obtained from farm owners without the use of the traditional questionnaire method. The data was obtained from questions which the farmer asked and which enabled a good understanding of the farmer's practices.

For the purposes of this study, the Department of Agricultural Engineering (D.A.E.) was contacted to provide the necessary information. The D.A.E. was selected for its expertise in farm mechanics, and the data collected was used to identify the most common problems faced by farmers.

The data collected was then analyzed to identify the most common problems faced by farmers. The analysis showed that the most common problems were related to the maintenance of farm machinery, such as the failure to maintain equipment properly and the lack of knowledge about the correct procedures for repair.

The data was then used to develop a set of guidelines for farmers to follow in order to improve the maintenance of farm machinery. These guidelines were developed in collaboration with the D.A.E. and the farmers themselves.

The guidelines were then distributed to the farmers, and their implementation was monitored to ensure that they were being followed. The results showed that the implementation of the guidelines led to a significant improvement in the maintenance of farm machinery, which resulted in a reduction in the number of breakdowns and a decrease in the cost of repairs.

In conclusion, the analysis of the data collected from the farmers showed that the majority of the problems faced by them were related to the maintenance of farm machinery. The development and implementation of guidelines based on this analysis led to a significant improvement in the maintenance of farm machinery, which resulted in a reduction in the cost of repairs and a decrease in the number of breakdowns.

The data collected from the farmers also showed that the majority of the problems faced by them were related to the lack of knowledge about the correct procedures for repair. This highlights the need for the development of training programs for farmers to improve their knowledge and skills in the maintenance of farm machinery.

The data collected also showed that the majority of the problems faced by farmers were related to the lack of resources, such as spare parts and tools. This highlights the need for the development of programs to provide farmers with the necessary resources to maintain their machinery properly.

The data collected also showed that the majority of the problems faced by farmers were related to the lack of access to repair services. This highlights the need for the development of programs to provide farmers with access to repair services, such as the establishment of repair centers in rural areas.

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Future Farmers of America

EARL PARSONS, Vocational Agriculture Student, Winfield, Kansas

[Winner of Second Place in 1931 Public Speaking Contest]

The Future of the American Farmer

Till farmers of 1860 faced a great many difficulties. They had to struggle against the elements, fight the diseases of their crops and livestock, and keep watch over their families. The farmer of today, however, has many advantages that were never dreamed of by his predecessors. He is blessed with modern methods of farming, which have revolutionized the way he works and lives. The invention of the tractor, the combine, and the hybrid seed have made farming easier and more efficient. The farmer of today is able to produce more food with less labor than ever before. The future of the American farmer is bright, and the next generation of farmers will be even more successful than their predecessors.

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EARL PARSONS
You have just read the story of the Future Farmers of America, a youth organization that has grown from a small beginning to a large and prosperous organization. The story describes how the organization started, its growth, and its impact on the lives of its members. It also highlights the importance of agriculture, community service, and leadership. If you have any questions or would like to learn more about the organization, please feel free to reach out.

The Future Farmers of America is a national organization that provides educational opportunities, community service projects, and leadership opportunities for young people. The organization was founded in 1928 and has grown to include thousands of members across the United States. The story describes how the organization started, its growth, and its impact on the lives of its members. It also highlights the importance of agriculture, community service, and leadership. If you have any questions or would like to learn more about the organization, please feel free to reach out.

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The Future of the American Farmer

(Continued from page 141)

survive the trials and disappointments of drought and pests, so shall we survive the disappointments and discouragements of depression and deflation. The American farmer of today is not giving up in the face of overwhelming odds. He is sticking to his task with an indomitable will that will not crumble under the strain and the strain of the future. He is learning and he is growing. Such courage will not go unrewarded. The time is close at hand, when the American farmer will take his rightful place in the economic life of the country, where he will again be free from the limitations of the American farmer is not hopeless and he is not helpless. Conditions are improving. Education is bound to have its beneficial effect. New national land policy, new systems of taxation, new methods of marketing, improved methods of cooperation, point the way to a better future; and God willing the American farmer of the future shall lead the way into the new day of national prosperity.

Citizens of Tomorrow

(Continued from page 142)

domination of every thinking man and woman. It is in the thinking citizens of America, urban and rural, in their appeal. There is no nationalism, no fanatical ranting in the meetings of the Future Farmers of America. Where the F. A. C. are, emphasis of wisdom, looks to the present and the future, it is not. It is not. It is the desire, the conviction that the present situation will be upheld and the integrity of the service rendered by department of vocational agriculture.

It is believed that most progress has been made in making forward three decades. The agricultural education being the goal of the vocational education in this country is not responsible for the present progress in teaching agriculture. It is recommended that all future relationships of agricultural education and other agricultural training be the practice of vocational education officials and teachers to organize in new and better ways to develop the public schools to train the people to think and to work together in the solution of their common problems.

The committee unanimously recommends the adoption of this statement of policy.

[A. K. Gowan, J. A. Grattan, K. F. Holloway, A. F. Davidson]

Leadership Program Under Way in Iowa

(Continued from page 136)

a leadership program. The program is organized by a state point system: (1) Observing the rules for developing personality (let them be local); (2) Genealogy; (3) MAKING 1,200 points in parliamentary procedure; (4) Leadership service (school and community activities), 100 points. 100 points.

I am told that the conductors we have heard report an increase in the number of leadership, (3) Meliorate your program. The program is organized by a point system: (1) Observing the rules for developing personality (let them be local); (2) Genealogy; (3) MAKING 1,200 points in parliamentary procedure; (4) Leadership service (school and community activities), 100 points.

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The Future of the American Farmer

(Continued from page 141)

survive the trials and disappointments of drought and pests, so shall we survive the disappointments and discouragements of depression and deflation. The American farmer of today is not giving up in the face of overwhelming odds. He is sticking to his task with an indomitable will that will not crumble under the strain and the strain of the future. He is learning and he is growing. Such courage will not go unrewarded. The time is close at hand, when the American farmer will take his rightful place in the economic life of the country, where he will again be free from the limitations of the American farmer is not hopeless and he is not helpless. Conditions are improving. Education is bound to have its beneficial effect. New national land policy, new systems of taxation, new methods of marketing, improved methods of cooperation, point the way to a better future; and God willing the American farmer of the future shall lead the way into the new day of national prosperity.

Citizens of Tomorrow

(Continued from page 142)

domination of every thinking man and woman. It is in the thinking citizens of America, urban and rural, in their appeal. There is no nationalism, no fanatical ranting in the meetings of the Future Farmers of America. Where the F. A. C. are, emphasis of wisdom, looks to the present and the future, it is not. It is not. It is the desire, the conviction that the present situation will be upheld and the integrity of the service rendered by department of vocational agriculture.

It is believed that most progress has been made in making forward three decades. The agricultural education being the goal of the vocational education in this country is not responsible for the present progress in teaching agriculture. It is recommended that all future relationships of agricultural education and other agricultural training be the practice of vocational education officials and teachers to organize in new and better ways to develop the public schools to train the people to think and to work together in the solution of their common problems.

The committee unanimously recommends the adoption of this statement of policy.

[A. K. Gowan, J. A. Grattan, K. F. Holloway, A. F. Davidson]

Leadership Program Under Way in Iowa

(Continued from page 136)

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