Norman L. Larson of Park River, North Dakota, Early American Farmer
[See Editorial Comment]

"One of the best arguments on behalf of providing vocational education in the regular high school is that it is being done. The high school should be one of the important agencies of vocational education."
—Leonard V. Koos.
EDITORIAL COMMENT

By J. R. WATTS, Editor and Managing Editor

Let Us Have More Individual Instruction

This true problem in education and the true problem in labor is not that there is too much individual instruction but that there is not enough. The present system of classroom instruction, in which the teacher is supposed to take care of all the needs of the class, is not working. The individual students are not getting enough attention and help to develop their full potential.

The movement toward individual instruction in agriculture began some time ago, with the development of farm training programs that emphasize the importance of each student's specific needs and interests. These programs provide hands-on experience and allow for more personalized learning.

Tribute

Our Cover

In 1932, the month's cover picture was the second in the series of farm families shown meeting in the famous Kansas City, where the Future Farmer's publication was born. At that time, Norman L. Loruso, editor of the Future Farmer, was a student at the University of Kansas and a member of the Kansas State Agricultural College faculty. He had just received his degree in agricultural education and was beginning his career as an educator. Later, he moved to San Francisco to join the staff of Agistics, where he remained for 25 years. He was a leader in the field of agricultural education and was recognized for his contributions to the development of the Future Farmer and other agricultural publications.

The Need of a More Definite College Program For Training Farmers

By DEAN R. L. WATTS, Pennsylvania State College

A GROWING increase in the number of college graduates entering the field of agriculture is an indication of the growing importance of this profession. However, there is a need for a more definite college program for training farmers.

The current system of education in agriculture provides little guidance for students entering the field. There is a need for a more structured program that includes courses in business management, economics, and marketing.

A questionnaire sent to the deans of the colleges of agriculture in all the land-grant universities revealed that many college presidents and deans are interested in obtaining information on important questions relating to the training of farmers.

A survey of the colleges shows that forty-three of the universities have established college farms, and about one hundred reported to various organizations. Forty-three farmers stated that the applied courses had been more helpful to them than the agricultural economics.

Second, that college training should be more closely related to the work of the agricultural teachers who are planning and conducting the work of the colleges and training farms. The cooperation between the colleges and the agricultural teachers is essential to the development of a more effective program.

Third, the need for better preparation of college graduates for the work of agricultural teachers is emphasized. Many college graduates lack the necessary background in agriculture and are not adequately prepared for the work of agricultural teachers.

Fourth, the need for better preparation of college graduates for the work of agricultural teachers is emphasized. Many college graduates lack the necessary background in agriculture and are not adequately prepared for the work of agricultural teachers.

In addition, there is a need for more cooperation between the colleges and the agricultural teachers. This cooperation is essential to the development of a more effective program.

DEAN R. L. WATTS

Agricultural Education May, 1934
How Teachers of Vocational Agriculture in Arkansas Use Their Time

ROY W. ROBERTS, University of Arkansas

The nationwide trend for economy demands that teachers be given an adequate amount of time for planning, scheduling, and other activities. This study was undertaken to determine the amount of time spent by teachers in various activities and to compare the results with those obtained in a similar study made in 1932.

Table 1. Percentage of Time for Each Activity Engaged in by Teachers of Vocational Agriculture in Arkansas During January and February, 1933

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Time</th>
<th>Range of Percentage</th>
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</thead>
<tbody>
<tr>
<td>Teaching agriculture</td>
<td>59.3</td>
<td>22 to 77</td>
</tr>
<tr>
<td>Extemporaneous speeches</td>
<td>3.8</td>
<td>0 to 10</td>
</tr>
<tr>
<td>Office work</td>
<td>6.0</td>
<td>3 to 10</td>
</tr>
<tr>
<td>Other school work</td>
<td>12.0</td>
<td>6 to 18</td>
</tr>
<tr>
<td>Student meetings</td>
<td>2.3</td>
<td>0 to 8</td>
</tr>
<tr>
<td>Preparation for instruction</td>
<td>0.9</td>
<td>0 to 2</td>
</tr>
<tr>
<td>Extemporaneous talks</td>
<td>3.8</td>
<td>0 to 9</td>
</tr>
<tr>
<td>Other activities</td>
<td>1.3</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Supervision</td>
<td>5.5</td>
<td>3 to 10</td>
</tr>
<tr>
<td>Day-stay people</td>
<td>0.5</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Evening Jenny teachers</td>
<td>0.4</td>
<td>0 to 2</td>
</tr>
<tr>
<td>Community service</td>
<td>1.0</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Farmers</td>
<td>0.1</td>
<td>0 to 2</td>
</tr>
<tr>
<td>Others</td>
<td>0.3</td>
<td>0 to 1</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>6.5</td>
<td>0 to 18</td>
</tr>
</tbody>
</table>

Achievements of the Depression

A. M. Field, University of Minnesota

The famous slogan, "Screw up the tent," seems appropriate in the discussion of the achievements of the Depression. In many cases, the depression has been a breather, by a series of events, by the people who have not been the main sufferers. Experiencing the hardships of the depression, people have been encouraged to make contributions to society, to provide education, and to provide opportunities for different types of people. In order to make the best of the bad, people have tried to improve their circumstances, and they have found new and better ways of doing things.

Louisiana Master Teacher

L. H. Lisbonne's, in her paper on "The Advantages of the Depression," states that the depression has been an advantage in the following ways:

1. The depression has given people the opportunity to use their resources to the fullest extent.
2. The depression has encouraged people to be more self-sufficient.
3. The depression has led people to appreciate the value of education.
4. The depression has led people to appreciate the value of the arts and humanities.
5. The depression has encouraged people to be more creative and innovative.
6. The depression has encouraged people to be more philanthropic.
7. The depression has encouraged people to be more civic-minded.
8. The depression has encouraged people to be more patriotic.
9. The depression has encouraged people to be more patriotic.
10. The depression has encouraged people to be more patriotic.

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From the standpoint of human values, in general, we may expect the following:

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Supervised Practice

Project Ideals and Difficulties

P. R. Head—Teacher, Vinton.

WHEN difficulties arise to hinder the progress of our project ideas, we should not abandon the idea, but find some way to make the compromise. Among the difficulties which we may come across, lack of money is one of the most painful obstacles. In such a case, the solution may be to seek the help of friends or to look for some other sources of income.

In the current practice, we have resorted to growing crops like soybeans. This is a good idea as it helps to cover some of the expenses. However, we should also consider other aspects such as land availability and weather conditions.

The project is not required, and our objective is to illustrate the importance of following the rules and regulations set by the authorities. We are required to follow the rules and regulations set by the authorities. We are required to follow the rules and regulations set by the authorities. We are required to follow the rules and regulations set by the authorities.

Placing of Responsibility in Project Work

It is commonly agreed among teachers of vocational agriculture that an individual or a group project should solve the managerial and financial problems of a business. However, the responsibility of the project is a heavy burden that needs to be distributed among the members.

The project should be divided into small tasks, and each member should be responsible for a specific task. This will help in minimizing the workload and ensure that each member contributes equally.

A. Student Works

My father works for the Farm Department, and he always encourages me to get involved in agriculture. I have been interested in farming since I was young, and I have been working on a small farm since I was 15 years old. I have learned a lot from him, and I am grateful for his guidance.

I am currently working on a project related to agricultural economics. I have been studying the market trends and analyzing the data to make informed decisions. I have also been looking into the potential of using renewable energy sources in agriculture.

The project has been challenging, but I have learned a lot. I am looking forward to the future and hope to continue my work in this field.

Approved Practice Record for Vocational Agriculture Projects

R. E. Wright

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Methods

Let Us Sing

W. J. BEVER, State Supervisor of Agricultural Education

No teacher has a better chance to influence and change the ideas of his students than he who can create an interest in rural education. The basic premise that rural students are different from urban students is widely accepted today, but it is often forgotten that rural students are different from their suburban counterparts. Rural students often have a greater sense of responsibility and are more independent, which can be advantageous in the classroom setting.

Home Economics and Agriculture

L. M. BARNES, State Agriculturist

This vocational agriculture course is designed for young men, particularly those who plan to pursue a career in agriculture. The course provides hands-on experience in various agricultural tasks and promotes a deeper understanding of the agricultural industry. It is an excellent opportunity for students to gain practical skills and knowledge in the field of agriculture.

Teaching Dairying Through A Junior Dairy Herd Improvement Association

L. E. HALL, State Agricultural Education Supervisor

The purpose of this association is to provide students with an opportunity to learn about dairy husbandry, milk production, and milk quality. The association also fosters a sense of responsibility and leadership among its members.

Article II. Purpose

1. To increase the use of home herd improvement techniques.
2. To improve the production and quality of home herd milk.
3. To provide opportunities for leadership development.

Article III. Membership

Any boy or girl who is enrolled in an agriculture program and who is interested in dairy husbandry may become a member of the association. Members are allowed to have three or more dairy cows as of the first day of school.

Article IV. Board of Directors

A board of directors will be elected by the membership at the annual meeting of the association.

Article V. Duties of Officers

The president shall preside at all meetings of the association.

Article VI. Amendments

These by-laws may be amended at any time by a two-thirds vote of the membership present at the annual meeting of the association.

Fort Atkinson High School Dairy Herd Improvement Association

May 1934

Agricultural Education

May 1934

Agricultural Education
Part-Time Schools

Educational, Social, and Co-operative Interest Young Farmers at Nottawa, Ohio

A. W. MURDOCH, Editor
Agricultural Education, April, 1934

Part-Time Schools

A Long-Program of Part-Time Schools

A recent meeting was held by the Department of Agriculture in the winter of 1932-33 for the purpose of preparing a plan for part-time schooling during the year 1933-34.

The plan provided for the following: Time of study: Morning or evening. Place of study: Farm or school. Subject matter: Modern agriculture and related subjects. Duration of study: One year or more.

The plan was approved by the Department of Agriculture and has been in effect ever since.

Part-Time Work on a Farm

A. W. MURDOCH, Editor
Agricultural Education, April, 1934

Part-Time Work in South Carolina

VERNON WINDSOR, Assistant Director of Vocational Education

For the year 1931-32 there were enrolled in part-time classes in elementary education in South Carolina 597 pupils. These pupils were taught by approximately fifty teachers. In addition, there were other teachers and others who were enrolled through correspondence courses.

The first meeting was held at the Agronomy School at Columbia, South Carolina, on the first day of the month. This meeting was followed by two others, one at Newberry and the other at Columbia. The meetings were well attended.

Upon analyzing this brief survey, it was found that out of the 135 percent of the total number of pupils enrolled, 10 percent were enrolled in the winter term, and 90 percent in the summer term. This indicates that there is a need for more part-time schools.

The importance of part-time schooling cannot be overestimated. It is a means of providing education for those who cannot afford to attend regular schools. It is also a means of providing education for those who are interested in agriculture but cannot afford to leave their farms for a full-time course.

In conclusion, part-time schooling is an important part of the educational system. It is a means of providing education for those who cannot afford to attend regular schools. It is also a means of providing education for those who are interested in agriculture but cannot afford to leave their farms for a full-time course.

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Statement of Bobby Jones, President of The Future Farmers of America

Before the Senate on Education, House of Representatives, February 20

Read this statement by Bobby Jones, President of the Future Farmers of America, as it appears in the Congressional Record, February 20, 1934.

Do you study crop rotation?

Yes.

Do you select your crops?

Yes.

How do you make farm work?

By using different crops.

Are you satisfied with the results?

No.

In other words, this means selecting a boy to go back to farming, doesn't it?

Yes.

Why was he not taught more in school?

He was taught that there are several hundred new and important things which are needed in modern farming.

Do you live in town or on a farm?

I live on a farm.

How far from town do you live?

It is about 2 miles from town.

What is the size of the farm?

It is about 200 acres.

Why, the farm I live on is not much of a farm.

You said before the boy had the same education, wouldn't he have to select a field and realize a certain amount of injury?

Yes.

What did you choose for your project?

The first project I chose was a project on rice, and then I later added a potato项目, and a corn project.

In those projects did you have to choose another field?

Yes, sir.

Mr. Chairman, you have been most pertinent and the greatest personification of the statement of the junior farmer that the older brother or anyone who would be unable to teach you that you could be able to learn in a vocational school.

Mr. Jones, I think the main issue is that you learn cooperation and organization in my mind, and if you can't do that, you can't do these three big things of today—education, cooperation, and organization.

What would you get the improved raising of rice, for example, whereby the great difference between the method of raising rice today from that which was followed, say, 100 years ago or 50 years ago for all rice?

Mr. Jones, you are exactly right.

You know there are other farmers who have been taught that way—do not keep the booklook ordinary.

Mr. Chairman, if you have a first-grade education, there is that in the south.

Mr. Chairman, what is your opinion on the students who come from the areas who come from the areas who have been educated in the Future Farmers of America, and the most famous ones?

Mr. Jones, there have been several more universities in the last 10 years than there were 50 years ago.

Mr. Chairman, have you ever been in any of the experiments stations that have been founded in the balanced diet for livestock, and the greatest methods of raising livestock by the younger farmer?

Mr. Chairman, you have been one of the questions, and the one of the things that they have progressed in.

Mr. FLEISCHER. Do you think the farmer today has much chance of survival economically with the way the government is running things?

Mr. Chairman, you would be a great influence to your organization, the participants in the experiment stations that have been helpful to a definite project.

Mr. Chairman, I have been one of the leaders in the Future Farmers of America.

Mr. Chairman, you are a member of the board of the Future Farmers of America, and through his leadership in the Farm Science and Farm Education program of the Future Farmers of America, our objective is to have your interest.

The American system of agricultural education is the best method of raising livestock by the younger farmer, and the greatest methods of raising livestock by the younger farmer.

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The American system of agricultural education is the best method of raising livestock by the younger farmer, and the greatest methods of raising livestock by the younger farmer.
I have always considered that a chapter should earn the means of its support, rather than collect dues from its individual members, which are usually paid by "Dad." It is easily possible to do so, as many Iowa chapters have demonstrated. When this is done, all boys may belong, no matter how poor their parents. The earning of the means of support provides additional opportunities for practice in cooperation and leadership, the real purpose for which a Future Farmer chapter exists. An organization has more self-respect when it is self-supporting than when it has to draw its support from some other source. I think it is most unfortunate when an organization of young people, able to meet its own financial needs, holds out its hand, beggar-like, to other people for funds to finance its projects or to reward with prizes the individual efforts of its members. An organization, as well as an individual, may be a parasite upon the community. Its first obligation, similar to the first obligation of an individual person, is to get itself off other people's lands. - H. M. Handlin, The Iowa Future Farmer.

The Mountain to Mahomet

TEN years ago Lawrence Wilson, Parsons, Indiana, graduated from high school and entered a four-year course in vocational agriculture. He has been farming ever since and now operates 260 acres owned by him and his father, also rents 75 acres. He keeps 10 sows, and 14 milk cows. Last year he had over 100 acres in corn. He owns two trucks, operates on a whole milk route, lives in or close to a feed shed area, and has had success in importing 2,000 bushels of oats, 20,000 bushels of corn, and 110 bushels of soy beans during 1933. He owned a stallion, found business dull when farmers failed to breed mares, advertised to bring the stallion to the mare—hauled by truck. Business grew—forty-fifty mile trips. A second stallion was bought. Last spring a stallion was added. A case of moving the "Mountain to Mahomet"—if "Mahomet will not go to the Mountain"—and a vocationally trained boy did it.

There is a stallion in the truck too.

Former F. F. A's Know Their Fruit

The Eastern Intercollegiate Fruit Judging League held a judging contest at Amherst, Massachusetts, recently, and the women were agricultural college students from Rutgers University, New Jersey. These boys are former vocational agricultural students from New Jersey high schools, F. F. A's, one is an American Farm, and the others are State Farmers. Boys had been on high school judging teams and their experience vocational school contests was of help in college judging.

The second team score was won by Massachusetts, third by West Virginia and fourth by Ohio.

These contests require rather thorough knowledge of apples, since scores of 26 varieties must be classified as well as possible. Twenty cases of three plates each must be placed in order of their merit, but plates which substitute must be discovered and set out of the final placing. Prizes are often substituted where they will closely resemble the other apples on the plates, for the express purpose of misleading the contestant. Boys training for the contest learn to know a number of apple varieties.

Book Review

The Young Man in Farming, A. K. crops. Illustrated, John Wiley & Sons, New York, 1934, $1.75. An interesting approach to the problem confronting those who contemplate farming as a life work. A storehouse of useful information presented in a pleasant and convincing manner. The book will appeal to and help the boy who has ambitions to become a skilled worker, a sound thinker, a good manager, and a worthy citizen. Guidance to teachers, teachers of agriculture, and other workers in the field of rural education will find this volume informative, inspira-

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culture shall be members of all committees.

Article V. Each member shall test at least once a month. He shall take samples and test samples in a manner recognized by the association. This shall be done in the same manner as in Wisconsin Dairy Herd Improvement associations. After the fifteenth of each month following the month tested, the record must be completed unless a satisfactory excuse is rendered to the secretary.

Article VI. A member who is found using unfair methods of testing or not keeping his records up to date shall be expelled from the association, and his records shall not be recognized.

Article VII. Each member of the organization shall test his herd on the first, second, or third of June, July, and August.

Article VIII. If any member wishes to resign honorably from this organization, he may do so by handing in a signed resignation.

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