Agricultural Education

Alvin Reimer, Early American Farmer from Nebraska

(See Editorial Comment)

“A democracy without an efficient universal vocational education is an iridescent dream.”
—Walter Robinson Smith.
American Farmer from Nebraska, Alvin A. H. Van, is the manager of his mother's farm in Nebraska. With the help of his brother, he is farming 400 acres of land owned by his father. He has to give us some information on this subject. It is a considerable amount to give a picture but, finally, we give it to him.

A. E. W. N.

A Community Program for Vocational Agriculture
ARETAS W. NOLAN, University of Illinois

QUICK PROGRAMS UNDER THE NATIONAL EDUCATION ACT have been largely confined to the rural public schools. There are a number of outstanding examples of the work of state and community leaders in the development of programs of this character. At the American Society Agricultural Education Conference, Dr. H. L. Brown, program coordinator for the Illinois Agricultural Education Council, reported that 54 of the 60 states have programs to promote permanent progress. The work of community leaders in vocational agriculture should be encouraged.

My thanks to the American Farmer for his help in this article.

A. E. W. N.

ARE WE WORTHY?

A new feature of this magazine goes to press, word comes of the passage of the George-Reed bill, instead of going to either the Senate or the House. Surely every teacher of vocational agriculture will work just as hard to promotion of the program for vocational agriculture. Such a program is in the interest of every individual and the state. This is the reason why we are working so hard to get this program passed. If we are worthy, we will continue to make good progress in this important subject.

A. E. W. N.

OUR COVER

WHAT happens to the boys who study vocational agriculture in high school? We have been talking about the few boys who have been chosen American Farmers. We present this month's cover picture with Alvin Reimer, Agriculture Education, June 1938.
The Vocational Agriculture Department as Viewed by the Superintendent

G. F. EKSTROM, Supervisor of Agricultural Education, Iowa

The Vocational Agriculture Department as viewed by the superintendent.

Agricultural Education, June, 1934

Vocational Guidance and Vocational Education

VOCATIONAL education of any sort without the benefit of a forward-looking, well-planned, and executed program is like a game of poker with only a small number of cards.

A majority of the superintendents view the opinion that as many as eight semester credits of agriculture are essential for vocational guidance and vocational education.

The number of semesters of agricultural education at the schools was slightly less than the semester credits required for the satisfactory completion of the work at the schools under discussion. Of the 100 schools maintained in the state in the year 1933-34, the requested data were supplied by the superintendent of only 72 schools, or 72 percent of the schools.

More than half of the superintendents were of the opinion that 45 or less semester credits of vocational guidance and vocational education are required during the junior and senior high school years. The maximum number of credits to which the department could award was six, of which at least three were to be devoted to the study of agriculture and the other three to the study of some other subject.

The median number of all-student work hours during the past five years was 141 hours per student, or 30 percent above the average number of hours per student for the past five years.

The number of credits required for graduation was found to be 30 credits, whereas the actual number of credits required by the schools in the state was 141 hours per student, or 30 percent above the average number of hours per student for the past five years.

The inadequacy of an educational program is evident from the fact that only 10 percent of the students were awarded three credits in the study of agriculture, whereas the number of credits required for graduation was 30 credits. The number of credits required in agriculture was 30, whereas the actual number of credits required by the schools in the state was 141 hours per student, or 30 percent above the average number of hours per student for the past five years.

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The Program in Vocational Agriculture for the High Schools in Louisiana

J. C. FLOYD, Louisiana State University

Methods

The Program in Vocational Agriculture for the High Schools in Louisiana

T	This year was the 20th year of the vocational agriculture program in the Louisiana high schools. It has been an organized, independent, and self-contained unit of instruction over a period of four years.

C. J. FLOYD

The responsibility for building the program or course of study in vocational agriculture rests with the teacher. It is important that he be interested in his work and that he be able to prepare and present the course in such a manner that it will be of use to the students and that the program be recognized by the students as a valuable part of their high school training.

The teacher should have an understanding of the needs and interests of the students and should be able to motivate them to participate in the program. He should be able to use the resources available to him to the best advantage.

The program in vocational agriculture should be taught as part of the regular high school curriculum. It should be taught in the same way as any other subject, and it should be given the same amount of time and attention.

Recent Trends in Organization for Teaching Vocational Agriculture in High Schools

In the early development of vocational agriculture in high schools, the types of organizations or departments of agriculture in the state are as follows:

1. The work must be nonacademic in character, but must be in accordance with the primary aims of the program—participative, cooperative, and progressive for farmers.

2. The program must be economically sound and must provide an opportunity for farmers to participate in the work of the organization. The organization must be self-supporting.

3. The organization should be an integral part of the normal school curriculum, and the work must be taught as part of the regular curriculum. The work should be taught in the same way as any other subject, and it should be given the same amount of time and attention.

4. Vocational agriculture programs must be an integral part of the regular curriculum and training program for rural boys.

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The box system of organization probably has its origin in the departmental organizations in colleges. It is known to have been used in courses in organic chemistry, in secondary schools for guidance in the teaching of the subjects in the proper sequence of the courses within the curriculum.

The box system tends to plan the work of the students into years, rather than to plan the work of the individual student. Under the box system, the student is required to study the subjects in the proper sequence of the courses within the curriculum.

Many new ideas have been presented during the last several years regarding vocational agriculture, and, in many ways, much progress has been made. Progress in the organization for vocational agriculture during the past ten years can be measured by the large and varied subject matter which must be taught to prepare a student for success in the field, by the fact that the instructor who teaches the subject matter is a person who is experienced in the field, by the better organization of the courses, and by the fact that the courses are being taught in the proper sequence of the courses within the curriculum.

The box system does not do justice to the work of the students in the proper sequence of the courses within the curriculum. There is a tendency to plan the work of the students into years, rather than to plan the work of the individual student.

The work of the students in the proper sequence of the courses within the curriculum should be taught as part of the regular curriculum and training program for rural boys.

The program in vocational agriculture for the high schools in Louisiana is an excellent program. It is well organized and well planned, and it provides an excellent opportunity for the students to participate in the work of the organization. The program is self-supporting, and the work is taught in the same way as any other subject, and it is given the same amount of time and attention.

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Supervised Practice

Project Programs That Lead To Establishment in Farming

The teacher, knowing that a project program is to be started in the school, should not make the mistake of trying to get all the boys entering his department. He would do well to have a course in the engineering of agriculture in which he may have a chance to study the agriculture of the district in which he is located. He should give a little time to his course and when he feels that he has reached the point at which he is ready to start, he should go to the boys and tell them about the project program. He should not force the project on the boys, but he should give them the opportunity to join if they desire to do so.

A Long-Time Supervised Practice Program

R. T. Wright, Assistant Agronomist, Missouri Experiment Station.

The accompanying chart shows a summary of the work done by Franklin M. Young and E. H. Strong, two of the boys who were members of the long-time supervised practice program sponsored by the Missouri Experiment Station in 1932. The chart is based on a report submitted by the boys to the superintendent of the Boys Town Agricultural School. The chart shows the progress made by the boys during the year and the number of acres of land they were able to cultivate.

There are no problems too big, but there are lots of problems for you to help solve—Highways of Progress.

We shall never arrive in anything if our minds are inactive. If we think, we shall discover new things, if we are to be successful in life.

The supervision of home practice projects is, therefore, a responsibility that should be taken seriously by the instructor and should be looked upon as a part of the work of teaching. However, the instructor should also consider the possible value of such projects in the training of the boy and the possibility of using them for the purpose of improving the quality of the boy's work. The supervision of home practice projects should be conducted in a manner that is appropriate for the particular project and that is in keeping with the ability of the boy to work independently.

Supervision of Practice Projects

The supervision of home practice projects is an important part of the work of the instructor. The supervision of these projects should be conducted in a manner that is appropriate for the particular project and that is in keeping with the ability of the boy to work independently. The supervision of home practice projects should be conducted in a manner that is appropriate for the particular project and that is in keeping with the ability of the boy to work independently.

Why Some Project Records Are Poorly Kept

1. The teacher does not spend enough time on the project records. He may or may not be achieving good results in this particular subject.
2. The teacher who is not familiar with the work is not in a position to judge the work properly. He may or may not be achieving good results in this particular subject.
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FARM MECHANICS

Home Projects in Farm Mechanics

JAMES MERSON, Santa Rosa High School, Santa Rosa, California

THE text of what a boy learns in the high school, or the quality of his ability to put his training into practice, is largely determined by the things he does at home. It behooves the shop teacher to teach better, because he must deal with those conditions involved in farm mechanics under circumstances which are not conducive to the development of those habits of study and thought that the boy will find in actual life on the farm.

The tools and equipment of the high school shop should not be elaborate, and the cost of a substantial portion of the common household tools such as are found in the home shop of the ordinary efficient and progressive farmer.

The only working equipment necessary and desirable for the high school boy, in my opinion, is farm mechanics in a good grade and number, and a few such tools as are used on the farm, and would be mounted on a bench stand and used as job tools. These two machines speed up work tremendously and take out a great deal of the drudgery out of work of a great many commercial and small business. They are tools for the farm shop, and when we recall that the main purpose of the high school shop is to train boys for better farming, the tools of the shop will have a more effective purpose of the shop, the tools will have a more effective purpose.

In the tools for the high school farm shop, these boys could be taught to do work on their country. They could be taught to do work on their country.

The proper care and use of tools is probably one of the greatest lessons a teacher can impress upon his students, and probably the easiest and most practical thing for a boy in his own home project. Every farm and every town has a certain number of tools, and a more or less elaborate tool kit would be very good order. Those systems range all the way from the worst to the best, but the best tool to use is the one which is the best tool for the job that you are doing. It is a matter of common experience that a man who is not sure of his tool will be a much better tool.

As the boy progresses with his project, the need for more and better tools will become apparent. The boy who has already a fairly good shop is not hard to find a home project in which he can be taught the value of tools in the most practical way.

THESE, there is no progress in the work without the leisure. The leisure is a great advantage. If the work is the best measure of a person's ability to do work, then take him with the class as well as you can every week.

Finally, the boy who already has the tools to do the job is not hard to find a home project in which he can be taught the value of tools in the most practical way.
A Part-Time School Graduates Thirty-Six

A part-time school was conducted in the city of Stillwater, Minnesota, during the winter of 1934-35, with thirty-six students. The school was held in the morning and afternoon, and the students met every day. The courses offered included agriculture, business, and home economics. The school was organized to meet the needs of the local community and to provide an additional educational opportunity for those who could not attend a full-time school.

A Part-Time School for Farm Boys of Audubon, Iowa

G. R. REDFORD, State Supervisor

One of the most successful part-time schools for farm boys was established at Audubon, Iowa. The school was conducted during the winter months, and it met every day. The courses offered included agriculture, home economics, and business. The school was organized to meet the needs of the local farm boys and to provide them with an additional educational opportunity. Many of the students were able to earn some money while attending the school, and this helped to make it a success.

A Part-Time School in Pocahontas High School, Virginia

Rev. J. S. BROWN, Principal and Business Teacher

Another successful part-time school was conducted in Pocahontas, Virginia. The school met every day during the winter months, and it offered courses in agriculture, home economics, and business. The school was organized to meet the needs of the local farm boys and to provide them with an additional educational opportunity. Many of the students were able to earn some money while attending the school, and this helped to make it a success.

A Part-Time School for Farm Boys in Mississippi

O. E. SIMPSON, Principal

Another successful part-time school was conducted in Mississippi. The school met every day during the winter months, and it offered courses in agriculture, home economics, and business. The school was organized to meet the needs of the local farm boys and to provide them with an additional educational opportunity. Many of the students were able to earn some money while attending the school, and this helped to make it a success.

A Part-Time School for Farm Boys in Wisconsin

H. L. SCHWARTZ, Principal

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A Part-Time School for Farm Boys in Missouri

F. C. MOORE, Principal

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A Part-Time School for Farm Boys in Kentucky

F. W. ROLLINS, Principal

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Future Farmers of America

Georgia Boys Landscape Cabin Grounds

FRANK HENDRIX, Student in Vocational Agriculture, Gorga, Georgia

L I A T E year the Future Farmers of America held their annual state conference at Athens, Georgia, completed a log cabin at their new state camp for boys, and furnished their campus with a new field house. A few farms gave a small amount of logs which were hauled by the boys to the sawmill to be cut and used for ceiling and flooring. A total of 106 boys worked on the school campus about 100 yards from the old rickety cabin and about 34 yards from the highway. It was in the edge of the woods near the drive leading to the school building.

This particular site was chosen and the boys built the cabin so that it might be landscaped informally. The cabin lies on a small rise or knoll, it was necessary that dirt be hauled in for this place for about 5 feet. Around this was a gravel path, used for walking, and a rock wall to hold the dirt. The level space was used for a tennis court and was to be landscaped with shrubs and flowers. In addition, the boys planted a garden with vegetables and flowers.

The boys took pleasure in their work, they were able to show their work and were proud of their accomplishment. The cabin was completed in about six weeks.

The cabin, which is of frame construction, has two stories. The first story is used as a living room, a bedroom, and a kitchen. The second story is used as a bedroom and a study. The cabin is furnished with a table, chairs, beds, and a stove. The roof is covered with shingles and the walls are covered with board and batten. The windows are protected with bars and the doors are covered with a wire screen. The cabin is surrounded by a fence of wire mesh.

To the front of the cabin there is a small deck which provides a view of the surrounding countryside. The deck is furnished with a table and chairs. The boys have used the deck as a place to study and to enjoy the outdoors.

The cabin is located in a beautiful area, it is surrounded by trees and flowers. The cabin is a shelter from the heat of the summer sun and a cool retreat from the cold of the winter months. The boys have made the best of the surroundings and have turned it into a pleasant place to live in.

A Local F. F. A. Camp in Vermont

A summer F. F. A. Camp without any established state camp is a real change of pace for a boy who has been a camp on the farm. The boys enjoy the change of scene and the opportunity to see new places. The camp is a chance for the boys to experience new things and to learn new skills.

Our camp was conducted on a cooperative basis with the F. F. A. and the local community. The main purpose of the camp is the F. F. A. boys are not only made better agriculturists, but they are also made better citizens.

The camp is a great place for boys to have fun and to learn valuable lessons. The boys have the opportunity to make new friends and to gain new experiences.

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Subjects for Public Speaking

"Contestants may choose their own subjects for their speeches. They may choose any current subjects or activities which may interest them. The speeches should be delivered in a clear and concise manner. The speeches should be well prepared and should be delivered with confidence.

However, there are certain rules which must be followed. The speeches should be delivered in a time limit of three minutes. The speeches should be delivered in a clear and concise manner. The speeches should be well prepared and should be delivered with confidence.

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Equality of Taxes as a Farm Relief Measure

American Farmer Degree. His work was set up as a standard; the project books used by Donald were brought into the classroom and studied by the younger boys; his work in the local chapter was discussed.

The fact that a boy from our community was able to gain local, state, and national recognition was the best proof to the other members of the chapter that they, too, could gain honors. That the school has merit is shown by the fact that 21 boys have been advanced to the degree of Keystone Farmer; 3 boys have received the degree of American Farmer, and the chapter won fourth place in the National Chapter contest for 1932.

Many chapters have boys capable of earning the third or fourth degree, but who fail because they do not receive encouragement at the proper time. We, as advisors, must make a greater effort to enrich our teaching.—Thomas C. Y. Ford, Washington, Pa.

The Vocational Agriculture Department as Viewed by the Superintendent
(Continued from page 181)

terred and the frequencies with which they were mentioned follow:

Major Advantages of Vocational Agriculture as Reported by School Superintendents

<table>
<thead>
<tr>
<th>Items</th>
<th>Frequency Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes better relationship between school and rural patrons (largely because of evening school program)</td>
<td>25</td>
</tr>
<tr>
<td>Increases high school enrollment</td>
<td>21</td>
</tr>
<tr>
<td>Improves agricultural program because of federal aid</td>
<td>21</td>
</tr>
<tr>
<td>Emphasizes science in agriculture</td>
<td>18</td>
</tr>
<tr>
<td>Keeps boys in high school</td>
<td>12</td>
</tr>
<tr>
<td>Motivates high school instruction</td>
<td>12</td>
</tr>
<tr>
<td>Makes for direct contact between school and home</td>
<td>7</td>
</tr>
<tr>
<td>Offers more attractive schedule for farm boys</td>
<td>6</td>
</tr>
<tr>
<td>Develops appreciation of farm life</td>
<td>5</td>
</tr>
<tr>
<td>Provides opportunity for agricultural instruction in secondary schools</td>
<td>5</td>
</tr>
<tr>
<td>Gives students and parents a feeling that high school work is practical</td>
<td>4</td>
</tr>
<tr>
<td>Makes better relationship between farmers and town people</td>
<td>4</td>
</tr>
<tr>
<td>Develops occupational consciousness</td>
<td>4</td>
</tr>
<tr>
<td>Creates desire for information about farming</td>
<td>4</td>
</tr>
<tr>
<td>Is adapted to interests and abilities of students</td>
<td>2</td>
</tr>
</tbody>
</table>

The superintendents also reported major disadvantages in organizing and administering vocational agriculture in their local school systems. High per-pupil cost was reported frequently, 14 so reporting. Period requirement too long and standards difficult to apply, were checked ten times each.

Leadership Obligations

HARRISON MORGAN, Iowa State College

I AM acquainted with a highly educated man who has a big income, and is a member of mind and body. He has two boys who, like their companions, belong to a scout troop, attend school, and engage in the usual activities of boys of their age.

This man has fair judgment and is inclined to criticize rather severely most of the social and activities of his community. He says that they ought to discipline the scouts better and bring out the spiritual element in the program. He threatens to take his boys out of the troop if they do not manage it better. He maintains that they do not teach religion in Sunday school; that they do not run the P. T. A. properly; that they do not provide enough play and recreational activities for boys during the summer; and that they should elect better men on the school board and on the city council.

When this man is asked to help with a scout troop, he says he does not have the patience and enough knowledge of scouting; when he is asked to teach a Sunday school class, he says that he does not have the time to work with boys and that he does not know the Bible; when he is asked to serve on a committee of the P. T. A., he says that he does not have the time; and when he is asked to vote, he says that he is too busy to go, and that his vote wouldn’t make any difference anyway.

The trouble with this man is that he has never stopped his daily grind long enough to realize that in every community there are a lot of things that must be done by volunteer leaders; and that if he did not help, he was a slacker. He does not realize that he is one of the “they” who should do a lot of things in an acceptable manner if his community is to be a good place in which to live and to bring up his boys.

This man represents the type who could learn to lead, but he won’t. There is another type just as bad—the type that would like to lead but can’t. These latter folks bring discredit to many good organizations and activities by their blundering, and they often stand in the way of other folks who could lead if given a chance. They are the ones who sometimes kick jackass and wreck their organizations when an attempt is made to replace them with more capable men.

Thus it would seem to be the duty of every good high school pupil to find out along which lines of community service his greatest aptitude lies, and then prepare himself to serve his community.—The Iowa Future Farmer.

F. F. A. Leadership Training Conference in Maine

HERBERT S. HILL, State Adviser

Plans are for the Third Annual F. F. A. Leadership Training Conference to be held June 23 to June 30, in conjunction with the state Y. M. C. A. Leadership Conference, at Lake Cobbescot, Winthrop, Maine.

Two or more delegates are expected to attend from each of the 29 chapters. Approximately one-half of the time will be devoted to special problems of F. F. A. chapters. For the remainder of the time, delegates will have an opportunity to enroll in various types of activities that offer the greatest personal appeal.

The Y. M. C. A. Leadership Training Conference began 13 years ago with 15 delegates, and the number has increased yearly. In 1933 there were from 40 to 45 instructors and such prominent youth workers as Dr. Frank Searle, Dean of Springfield College; Glen Jackson, Rochester, N. Y.; New York; Associated General Secretary; L. A. Emerson, New York, Educational Director West Side Branch Y. M. C. A.; Archie Stearns, New York, Physical Work Director, State of New York.

Program for the High Schools in Louisiana

(Continued from page 183)

ideal farmer-training program.

Teaching Job No. 7—Setting up the practical farming program.

Teaching Job No. 8—Entrepreneur budgeting and estimating.

Teaching Job No. 9—Putting the supervised farm practice program (Making the business arrangement),

Teaching Job No. 10—Making the final selection of enterprises and supplementary jobs to be included in the program.

Problem No. 1—What farm enterprises should be included?

Problem No. 2—What shall be the scope of each enterprise?

Problem No. 3—What supplementary farm jobs should be included?

Teaching Job No. 11—Analyzing enterprises and evaluating justification.

Teaching Job No. 12—Preparing a study calendar of jobs.

Teaching Job No. 13—Setting up enterprise standards.

Teaching Job No. 14—Planning farm jobs.

The teaching will be continued by the next farm job the boy is faced with in his training program, and planning a teaching unit from it. This will continue to the remaining part of his training period.

The following additional teaching jobs are offered for the entire group of all-day students, and should be used as a summation of training program each year.

Teaching Job No. 15—Summarizing supervised farm practice records.

Teaching Job No. 16—Analyzing supervised farm practice records.

Literature cited:
3. Federal Board for Vocational Education—Bulletin No. 165—Supervised Farm Practice Planning.
4. The Agricultural Extension—Department of Vocational Education, University of Kentucky, 1932.