Agricultural Education

J. A. Linke, Chief Agricultural Education Service, Office of Education, Washington, D. C.

(See Page 162)

"Life is not for learning, nor is life for working, but learning and working are for life."—Herbert Spencer
Adjusting the Training Program for Teachers of Rural Youth

R. M. STEWART, Cornell University, Ithaca, New York

THIS is one of the most important problems that face the colleges, responsible for preparing teachers, and that face the rural teachers themselves. The training program of the college is designed to meet the needs of the rural teacher, and to meet them as effectively as possible. It is not to be assumed that the rural teacher training program of any college is perfect, or that it is the only answer to the problem of rural teacher training. It is not to be assumed that the rural teacher training program of any college is perfect, or that it is the only answer to the problem of rural teacher training. It is not to be assumed that the rural teacher training program of any college is perfect, or that it is the only answer to the problem of rural teacher training. It is not to be assumed that the rural teacher training program of any college is perfect, or that it is the only answer to the problem of rural teacher training.

1) There must be a new determination of the types of services that rural youth need and want, and must have for their training. We must have a clearer idea of the duties and responsibilities of the rural teacher.

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A Study and Obligation

On this point we turn to every boy and girl in the high school and ask them to do their daily work with skill and satisfaction, to be of good service to their own ability to do work, society that depends on the rural teacher, and the other services that are of your community. Your work to the best of your ability will improve the rural teacher.

-As the principle, teaching people, we will hear and learn about its community. And he is a good teacher of agriculture.
Vocational Agriculture in the High School Program

L. W. REESE, State Supervisor of High Schools and President
The Vocational Association of High School Supervisors, Columbus, Ohio.

To speak to a group interested in agricultural education, I was deeply interested in the great work that is being accomplished in this field throughout the United States. I was honored to be invited to make a speech on vocational agriculture in a school which has made such progress. It was a speech that would do the region some good and commendable thinking. Arnold Brunner, the director of the school, in one of his books a person should think about himself for 90 minutes reading it.

During the last ten years, I have learned many things. Some of them I believe that I should never have learned in the years rolled by. I have come to this conclusion—this is not so much that we do not know, but the thing is so many things that are going on in this respect. Of course, Smith-Hughes agricultural education was so unknown quantity in our school district. It has taken the association with Dr. Ribeiro and the great number of teachers who are interested in these things, the progress of 100 percent frequency. Teacher education, who have such a strong ability to expand the knowledge of their students, is an important step in the development of an adjusted teacher-training program. My next statement is that all teachers are needed in this vocational field. Teachers, people who are trained to meet the standard set for technical instructors, must be trained. The series will be concerned with personnel capable of teaching the skill for the job.

Not Easy

It is never always easy
To toplogie
To take advice
To do the right thing
To admit error
To be truthful
To be considered
To endure
To seek
To be loved
To be loved
To credit mistakes
To keep out of the way
To be the best of nothing
To maintain a high standard
To be a failure
But it always pays.

From U.S.D.A. Animal Husbandman.

Most agricultural teachers, however, go far beyond these ten points just mentioned.

The agricultural teachers and their pupils offer contributions of great worth to the Lifestyles, The Local High School, and American Life. A well-balanced vocational student in a high school contributes to a successful student. This student contributes to vocational and social services, and school life. To the teachers who are teaching, it is not because it has been called to my attention that I am aware of the importance of the program of the Smith-Hughes students make good citizens of the community. It is not most an agreement that farm boys make good citizens. They have almost all of the things in their favor. In student government, there are leaderships, and leaders, and most of them serve in the organization. It is that farming is for young people.

Vocational education contributes to American Life through training in an assortment of skills, which is necessary for the achievement of independence.

For all of this, I have not found in the records of an agricultural course, but the introduction of a new educational approach in our high schools of today. In 1925, the number of agricultural courses in Ohio was 169, and in 1945, it was 4,469.

In the summation I may say that a vocational agricultural course in high school is designed to teach the student to stand on their feet and the basic principles that we are taught. No hope to go with any pride and joy. It is very important to have education. It is worth having to study my visits. I have noticed that the students who have an agricultural work done in the school, or are to have a job of this kind, are in agreement with us. We have a number of agricultural students who have performed very well.

The little poem I read in "School Life." I think it is an appropriate one.

The brown monotony of it all
The endless stretch of identical mud
The shivering heat of it all
The dust-bowl of the hot sky
The gray ashenness of it all
The desolation of it all

The pleasure of that little silence
To be played by day after day, day after day.

The noisy cracking of my dog's bones,
The steady plod of the breathing bone,
The uproariousness of the running bones, in the soul.

The measurements of the sun and rain,
The glorious pipe of the mountain, wind,
The yellow beauty of the sun..

How I Came Acquainted With The Farm As A Child In The Community Where I Am Teaching

Lucius M. Drury, Cuba, Iowa City

This teacher of agriculture has a hard time finding a job. His name is W. C. Brown. He was born in the town where I was born. He was not a popular man. He was very different in attitude and customs. Different crops and farming practices are a part of the landlady who has the property. It cannot be found. The community, in general, is very different in attitude and customs. He is very careful to be studied carefully.

The children are very young and the teachers are very young. They are early in August. Before starting school, the principal or the headteacher is sent to find out who were the rural teachers, the teachers who were in the farm homes. His next step is contact with the rural teachers. He knows the boss and the people who are living in the farm homes. Mr. B. H. Norse kindly accompanied me during my visit to the community where I live.

The principal of the school was very helpful in arranging courses in part-time and evening work. Vocational agriculture, as far as I know, is the only way, is the best way, to the vocational and social life, to the social and technical life, to the political life of the people.

After the principal was very helpful in arranging courses in part-time and evening work. Vocational agriculture, as far as I know, is the only way, is the best way, to the vocational and social life, to the social and technical life, to the political life of the people.

"It becomes necessary for everyone generation to take stock of the ideals and values of agriculture for the sake of the world that the young may live the life which his parents lived in the day when the young shall come of age in the work of the world." - W. C. Brown

"One of the bad arguments on behalf of providing vocational education in the rural high stage of school is that it is being done because the parents are doing it. The most important argument on the part of parents is the vocational education of their children is a part of the work of the world." - W. C. Brown

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Methods of Mulching

1. Agriculture and the Consumer.
2. The Beef-Cattle Problem.
3. The Consumer.
4. The Extensive Management ofwarm.
5. The Importance of Farmer Research.
6. The Importance of the Agricultural Extension Service.
7. The Importance of the Agricultural Research Station.
8. The Importance of the Agricultural Statistics Service.
9. The Importance of the Agricultural Extension Work.
10. The Importance of the Agricultural Extension Work.

Papule Development

The opening of the 1983 fall term of the Agricultural Extension Program was marked by a number of significant events. The first day in spring when we worked on a group of bullocks that had to be moved was a significant event in the new work year. The bullocks were moved with the help of a tractor and a team of two bullocks. The bullocks were moved safely, and the work was completed in a short time. The bullocks were moved to a new location where they could be better used, and the group seemed to be enjoying themselves.

I learned that farmers did not know what to do, and I cannot do this work, and then instead of trying to be helpful I had to be helpful. At that time I was off it was the first time, but when I had an opportunity to talk with other teachers in this new work year I realized that he was using some extra in his other class. I wished to drop the one day and school and we had a good visit. The bullocks were moved with the help of a tractor and a team of two bullocks. The bullocks were moved safely, and the work was completed in a short time. The bullocks were moved to a new location where they could be better used, and the group seemed to be enjoying themselves. I learned that farmers did not know what to do, and I cannot do this work, and then instead of trying to be helpful I had to be helpful. At that time I was off it was the first time, but when I had an opportunity to talk with other teachers in this new work year I realized that he was using some extra in his other class. I wished to drop the one day and school and we had a good visit. The bullocks were moved with the help of a tractor and a team of two bullocks. The bullocks were moved safely, and the work was completed in a short time. The bullocks were moved to a new location where they could be better used, and the group seemed to be enjoying themselves.

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Supervised Practice

Lamb’s “Tails” from Vevay County

STANLEY ANDREW
A Vocationally Trained Farmer

I. PROJECT: Jobs for Special Study and Planning
A. 5 acres corn
B. 2 acres soybeans
C. 100 baby chicks
D. 7 acre grain sorghum

II. OTHER SUPERVISED PRACTICE:
A. Conserving and improving soil fertility
B. Improving livestock and poultry
C. Marketing grain and feed products
D. Farm shop
E. F. F. A. activities
F. Feeding livestock and poultry

I. PROJECT: Jobs for Special Study and Planning
A. 5 acres corn
B. 2 acres soybeans
C. 100 baby chicks
D. 7 acre grain sorghum

II. OTHER SUPERVISED PRACTICE:
A. Agriculture I
B. Feeding livestock and poultry
C. Control insects of plants
D. Control of diseases of plants
E. Farm shop
F. F. A. activities
G. Miscellaneous

I. PROJECT: Jobs for Special Study and Planning
A. 10 acres corn
B. 3 acres beans
C. 50 bales of cotton
D. 50 barn
E. 100 baby chicks
F. 10 acres grain sorghum
G. 5 acres dairy cows

II. OTHER SUPERVISED PRACTICE:
A. Marketing animal products
B. Marketing farm business
C. Operating a living at home business
D. Farm shop
E. F. F. A. activities
F. Miscellaneous

Essentials of a Successful Project

RUSSELL M. ADAMS, Instructor in Agriculture

A FIVE-eight year of experience in 

trying to secure a satisfactory project 

program for high school students in 

vocational agriculture together with 

racing upon the subject at considerable length. The writer has marked the 

following 7 points as the essentials of a 

successful project. These points are used 

as a guide to project selection and as 

courses of study for projects nearing 

completion.

1. The project should be selected by 

the student through his interest, ability, 

and personality according to the 

interests of the student and the 

- to the feeling that it is worthwhile.

2. It should offer a chance for 

- to the agreement of the project 

3. It should offer a chance for 

- to the agreement of the project 

4. It should offer a chance for 

- to the agreement of the project 

5. It should fit into the home farm 

6. It should be a animal products 

7. It should be a animal products 

8. It should be a animal products 

9. It should be a animal products 

10. It should be a animal products 

11. It should be a animal products 

12. It should be carried out in accord 

with a carefully made plan, pre 

pared by the boy and approved by 

his father and the parent.

13. It should be of such a nature that 

the necessary equipment and materials 

can be obtained at a reasonable 

price.

14. It should involve new or improved 

methods and materials in 

15. It should be carried out through 

16. It should have the cooperation 

of the family and the instruction 

17. It should be of such a nature that 

the boy is interested in whatever 

he may be able to accomplish.

No attempt has been made to 

arrange these points in any particular 

order since the various projects will vary 

in each individual instance presented 

for solution.

The psychology of learning today 
supports the use of these materials 
related directly to the activities of the 
boy and which is to be found in 

increasing the need of definite goals or objectives 
determined upon the basis of the project 

and the selection of subjects

for the attainment of those objec 

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Part-Time Schools
A Survey of Out-of-School Youth
J. A. STARRK, Iowa State College, Ames, Iowa

Summary of Findings

1. The survey included all Iowa youth who had no
   schooling during the previous 2 years. The
   survey covered 15-20-year-olds in all areas of
   Iowa. The majority of the youth were from
   rural areas.

2. Age and socio-economic status of the
   students. The average age was 15.6 years,
   with a range of 13 to 20 years. The socio-
   economic status varied widely, with a range
   from below poverty to upper middle class.

3. The students were divided into five cate-
   gories: farm, nonfarm, Indian, non-Indian,
   and other.

4. The survey indicated that the majority of
   the students were farm students, with
   about one-third being nonfarm students.

5. The students were asked about their
   future plans and aspirations.

6. The majority of the students planned to
   continue their education beyond high school.

7. The students were asked about their
   reasons for dropping out of school.

8. The majority of the students dropped out
   because of economic reasons.

9. The students were asked about their
   employment status.

10. The majority of the students were
    employed, with a range of 0 to 40 hours
    per week.

11. The students were asked about their
    future goals and aspirations.

12. The majority of the students planned to
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Data Secured

1. The number of out-of-school rural youth,
   15 to 20 years of age, in the
   community was found to be 7,500.

2. The number of out-of-school urban youth,
   15 to 20 years of age, in the
   community was found to be 5,000.

3. The number of out-of-school rural youth,
   15 to 20 years of age, in the
   community was found to be 2,000.

4. The number of out-of-school urban youth,
   15 to 20 years of age, in the
   community was found to be 1,500.

5. The number of out-of-school rural youth,
   15 to 20 years of age, in the
   community was found to be 1,000.

6. The number of out-of-school urban youth,
   15 to 20 years of age, in the
   community was found to be 500.

7. The number of out-of-school rural youth,
   15 to 20 years of age, in the
   community was found to be 250.

8. The number of out-of-school urban youth,
   15 to 20 years of age, in the
   community was found to be 100.

9. The number of out-of-school rural youth,
   15 to 20 years of age, in the
   community was found to be 50.

10. The number of out-of-school urban youth,
    15 to 20 years of age, in the
    community was found to be 20.

11. The number of out-of-school rural youth,
    15 to 20 years of age, in the
    community was found to be 10.

12. The number of out-of-school urban youth,
    15 to 20 years of age, in the
    community was found to be 5.

13. The number of out-of-school rural youth,
    15 to 20 years of age, in the
    community was found to be 2.

14. The number of out-of-school urban youth,
    15 to 20 years of age, in the
    community was found to be 1.
Evening Schools

SOMETHING SPECIAL is planned for the evening schools in this winter which was organized in such a manner that the pupils can participate in the town as well as at school. The classes which consisted of agricultural schools, evening schools, and social clubs for business men, and co-operative societies, have been established for construction, clothing and pottery making, and the evening schools in the outgrowth of the farmers' evening school organization. The emphasis is on the importance of the evening school as an educational resource to the community. This paper is prepared by the Yosef Educational Program Document for Evening Schools.

Evening Schools, a Necessity

At one time, in accord with many educational policies, the evening school "Farmers' School" was introduced into the rural communities. A survey of the need for such a school program to meet the needs of the community was made. The results of this survey are presented in this paper. The need for evening schools was evident from the fact that a larger number of people were working in the field of education. The survey showed that the number of students attending evening schools was significantly higher than the number of students attending regular schools. This suggests that evening schools are an important educational resource in rural communities.

A Survey of Out-of-School Rural Youth

The number of out-of-school rural youth is significant. This is due to the fact that a large number of rural youth are not enrolled in formal education. The survey shows that the number of out-of-school rural youth is higher than the number of youth enrolled in formal education. This suggests that evening schools can be an important educational resource for these youth.

Conclusions

1. The large number of these youth, and their lack of vocational and cultural education, without adequate educational opportunities, is a significant concern for society. Many of these youth do not have access to formal education and are at risk of dropping out of school. This suggests that evening schools are an important educational resource for these youth.

2. The need for evening schools is evident from the fact that a larger number of people are working in the field of education. The survey showed that the number of students attending evening schools was significantly higher than the number of students attending regular schools. This suggests that evening schools are an important educational resource in rural communities.

3. The number of out-of-school rural youth is significant. This is due to the fact that a large number of rural youth are not enrolled in formal education. The survey shows that the number of out-of-school rural youth is higher than the number of youth enrolled in formal education. This suggests that evening schools can be an important educational resource for these youth.

4. The large number of these youth, and their lack of vocational and cultural education, without adequate educational opportunities, is a significant concern for society. Many of these youth do not have access to formal education and are at risk of dropping out of school. This suggests that evening schools are an important educational resource for these youth.

5. In the area of education, there is a need for greater emphasis on the role of evening schools in providing educational opportunities for out-of-school youth. This is especially important for rural youth who lack access to formal education.

6. The survey showed that the number of students attending evening schools was significantly higher than the number of students attending regular schools. This suggests that evening schools are an important educational resource in rural communities.

7. The need for evening schools is evident from the fact that a larger number of people are working in the field of education. The survey showed that the number of students attending evening schools was significantly higher than the number of students attending regular schools. This suggests that evening schools are an important educational resource in rural communities.

8. The number of out-of-school rural youth is significant. This is due to the fact that a large number of rural youth are not enrolled in formal education. The survey shows that the number of out-of-school rural youth is higher than the number of youth enrolled in formal education. This suggests that evening schools can be an important educational resource for these youth.

9. The large number of these youth, and their lack of vocational and cultural education, without adequate educational opportunities, is a significant concern for society. Many of these youth do not have access to formal education and are at risk of dropping out of school. This suggests that evening schools are an important educational resource for these youth.

10. In the area of education, there is a need for greater emphasis on the role of evening schools in providing educational opportunities for out-of-school youth. This is especially important for rural youth who lack access to formal education.
Future Farmers of America

National F. A. Organization Growth and Expansion

From these figures we can see that, maintaining its educational condition, the F. A. Organization has shown a steady increase in the number of its members, and therefore, in order to give a correct picture of the growth of the national organization for the year 1934, it is necessary to state that while the number of members of the national organization that are giving their best in the organization and whose names are listed in the national yearbook are 1,265,800, the total number of members is 3,694,500.

A summary of the F. A. work done by the various State organizations for the year ended June 30, 1934 is as follows:

1. Total number of members added (17,353 at the meeting of the National Committee on the Farmers' Co-operative Union, 1934, in Washington, D. C.).

2. Total number of members added (3,694,500 at the meeting of the National Committee on the Farmers' Co-operative Union, 1934, in Washington, D. C.).

3. Total enrolment in vocational agriculture in the public schools of the United States for the year 1934 was 3,694,500.

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F.F.A. Beautify Community

Two years ago the F.F.A. chapter of Fisco City, Alabama began growing shrubbery to be used in beautifying the homes of the members. Today there are about 1,000 plants representing fifteen varieties of shrubs growing in the chapter nursery. Five other varieties are being added this year by F.F.A. boys in a propagation bed on the school grounds. This bed is looked after during the school year by an F.F.A. committee and during the summer by a committee and the agricultural teacher. Currently, there are a total of four beds in which the plants are being transplanted to the nursery.

Cuttings are secured by pruning the shrubbery on the school campus and from individuals throughout the community. The cuttings are placed in beds in the greenhouse and transplanted to the nursery the following fall. This procedure is repeated annually, thus keeping the nursery supplied with plants.

When an F.F.A. member enrolls in the horticulture class, he is given additional shrubs to plant in the landscaping of his home. Every year each member of the class is allowed additional shrubs grown in the nursery, providing he has been a member of the F.F.A. for the two preceding years.

In addition to the F.F.A. nursery, which is carried on as a chapter project, other boys enrolled in vocational agriculture in the school maintain a propagation bed at his home and grow plants for use about his home.

The Maryland F.F.A.
FARM BUREAU PROJECT CONTEST

A state-wide Project Contest is conducted annually in Maryland by the State Department of Education and the Farm Bureau Federation. Approximately fifteen hundred F.F.A. members participate in this contest. The winners are selected on the basis of work applied to the chairman of the State Project Committee, and upon the recommendation of the State Supervisor of Vocational Education who visits the different contestants personally for the purpose of checking their work.

The contest includes projects in sheep, poultry, dairy calves, swine, potatoes, tobacco, tomatoes, and corn. In the dairy calf project contest, three sets of medals are awarded, one each to pupils from the Baltimore, Washington and Philadelphia milk sheds.

This year's awards were made at the Maryland State Farm Bureau meeting held at the Baltimore Hotel in Baltimore on January 9th.

Oregon Establishes State
Alumni F.F.A.

Kenneth L. Pettibone, 21, national president of the F.F.A. in 1932 and now farming near Corvallis, was elected president of this newly formed organization; Tom Willett, 20, Wallowa, former state F.F.A. president, was elected vice-president; and Tom Miller, 23, Silverton, secretary; Earl C. Guay, Salem, treasurer. Sixty-three alumni members attended the organization meeting.

Evening School, A Necessity

(Continued from page 173)

which was set in a small amount of water to show that evaporation had a cooling effect. Needless to say, they were successful. Eighty percent of the farmers present ordered hygrometers from a neighbor.

The real beauty of the meeting is that the farmer is learning to think for himself. By doing this, he gains keen interest in his farm business. Each man must decide for himself whether he wants to follow and needs to have the services of the Extension Service expert.

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Book Reviews

"Vocational Education in Agriculture in Federally-funded Secondary Schools" by G.A. Schmidt, Ph.D., Colorado Agricultural College, Teachers of vocational agriculture, principals and superintendents of schools and administrators of vocational agriculture who are interested in improving their programs in vocational agriculture with those in other schools and states will greatly profit by reading this book.

This study is national in scope, and gives data on nearly 3,000 boys enrolled in vocational agriculture classes.

The Texas State Association of Future Farmers of America has published, 1934-35, an attractive bulletin, "To help local chapters in working out a unified State program," including the State Constitution and By-Laws.

Agricultural Education, May, 1935