Agricultural Education

Oscar Schieni of Salisbury, Missouri, Early American Farmer
(See editorial comment)

The biggest difference in men is their willingness to work and work planfully.
The Possibility in Teaching Agricultural Cooperation in Secondary Schools

C. B. GENTRY, Director of Instruction and Dean of Division of Teacher Training, Connecticut State College

A number of new agricultural enterprises of educational value have been introduced into the secondary school curriculum during the past few years. Some of these enterprises have been conducted in connection with the vocational agriculture program, while others have been initiated as part of the general curriculum. In either case, the aim has been to provide students with an opportunity to learn about and experience different aspects of agricultural life.

One of the most promising of these enterprises is the agricultural cooperation program. This program is designed to teach students about the principles of cooperation, as well as to help them develop a sense of responsibility and teamwork. The program is particularly effective in schools where there is a strong agricultural heritage, but it can be adapted to any school setting.

The agricultural cooperation program typically involves the formation of a student cooperative, which is responsible for managing a farm or other agricultural enterprise. Students are responsible for all aspects of the cooperative, including planning, implementation, and evaluation. This hands-on experience provides students with a valuable opportunity to learn about agriculture and business management.

In addition to the benefits for students, the agricultural cooperation program also provides valuable benefits for the community. The cooperative can help to meet the needs of the local agricultural community, while also providing a source of income for the school.

Overall, the agricultural cooperation program is a valuable addition to the secondary school curriculum. It provides students with a unique opportunity to learn about agriculture and business management, while also contributing to the local community.
the exhibition of essential loyalty and understanding of the whole cooperative movement and of resolution to go ahead with the welfare of the local communities. 

There are a number of similar efforts being made on the part of different organizations, groups, and individuals. A number of these have been successful, but some have not been so successful. One of the reasons for this is that the conditions were not properly understood. The results of the experiments have been mixed, with some successes and some failures. 

In order to ensure the success of the cooperative movement, it is necessary to ensure that the conditions are properly understood. This can be achieved by providing adequate training and education for those who are involved in the movement. It is also necessary to ensure that the benefits of the cooperative movement are made available to all members of the community, regardless of their social or economic status. 

The task of ensuring the success of the cooperative movement is a complex one, but it is an important one. It is necessary to ensure that the cooperative movement is able to provide the benefits that it is intended to provide, and that it is able to do so in a sustainable manner. This will require the involvement of all members of the community, and the support of all members of the government.
Agriculture Education, September, 1934

A Agricultural Education, September, 1934

"Agricultural Education, September, 1934" contains a collection of articles related to agricultural education. The issue includes various topics such as the benefits of cooperative extension programs, agricultural policies, and the role of agriculture in society. The content is written in a formal tone, typical of educational journals of the time. The articles are well-structured, with clear headings and subheadings, making it easy to navigate through the various topics covered. The issue also includes advertisements and a section for book reviews, which adds to its educational value. Overall, it is a valuable resource for anyone interested in the history and development of agricultural education.
Methods

Some Inefficiencies in Class Procedure

P. H. KROEGER  
State Supervisor of Agricultural Education

When the teacher starts early, it is not unusual for six children to return to their seats as soon as the recess bell is heard. In many instances, however, children may be left behind. It has been found that this is due to the fact that the children are not in the habit of getting up promptly in response to the bell. The teacher should therefore provide an adequate amount of time to allow the children to get up and move to their seats.

In order to avoid this inefficiency, the following instructions should be given:

1. The teacher should announce the time at which school will begin.
2. The children should be expected to get up promptly and be in their seats by the time the bell is heard.
3. The teacher should remind the children of the importance of being punctual.

In this way, the children will be more likely to be in their seats when school begins.

Poultry Culling

In order to produce good quality poultry, it is important to cull the birds that are not suitable for their intended use. The following are some tips for culling:

1. Remove any birds that are sick or injured.
2. Remove any birds that are too small or too large.
3. Remove any birds that have bad conformation or poor body proportions.
4. Remove any birds that have poor feathering.
5. Remove any birds that have a poor voice or are not vocal.

By following these tips, the teacher can ensure that the birds that are culled are the ones that are not suitable for their intended use.

A Suggestive Method for Teaching Poultry Culling

In order to make the lesson effective, the teacher should provide the class with a demonstration of the culling process. This can be done using a live bird or a model. The teacher should explain the reasons for culling birds and the importance of doing so.

The teacher should also provide the class with a worksheet that contains questions related to culling. The students should be asked to answer these questions as they watch the demonstration.

In this way, the students will be able to learn about the importance of culling and the reasons for doing so.

An Insect Exhibit as an Aid in Class Instruction

In order to make the class more engaging, the teacher can provide an insect exhibit. This can be done using a collection of insects that are displayed in a case. The teacher should explain the different types of insects and their characteristics.

The teacher should also provide the students with a worksheet that contains questions related to insects. The students should be asked to answer these questions as they look at the insects.

In this way, the students will be able to learn about the different types of insects and their characteristics.
Supervised Practice

A General Basic Outline for Developing Practice Projects

1. Supervised Practice, 4H National Headquarters

Suggestions as to what may be accomplished as projects and their use in connection with the 4-H and FFA programs are here given. It is hoped that these ideas will be developed individually as the need arises in the pupils' supervised practice programs.

I. Cooperation of the parents.

1. The parents should be advised of the projects as to a project-training program.

2. The parents are responsible for the pupil's ability—physical and financial.

3. The home farm and livestock.

4. The pupils should know their abilities.

5. The financial needs of the family.

6. The teacher will guide their development.

7. What is 4-H.

8. What is your financial resources—earnings, savings?

9. Will it be necessary to borrow money?

10. What additional help is needed?

11. What is the value of the livestock market?

12. Are the land and buildings owned? If not, is it to be mortgaged?

13. Do you intend to make the project your principal occupation?

II. What is the magnitude of the project.

1. What are the advantages of the project?

2. What is the time required?

3. What is the labor involved?

4. What is the income to be expected?

5. How long will it take to realize a profit or break even?

6. What will be the profit or loss?

7. What is the labor of the pupils required?

8. Are the pupils interested in the project?

III. Long-Term Projects as a Community Improvement

1. It is important to have at least one outstanding long-term project which will last for several years and which will influence the future development of the pupils.

2. This project will be developed as to the following:

   a. What will the project be?

   b. What will it be used for?

   c. What will be the advantages of the project?

   d. What are the disadvantages of the project?

   e. What will the labor of the pupils be required to do?

   f. What will be the time required for the project?

   g. What will be the profit or loss?

   h. What will be the advantages of the project?

   i. What will be the disadvantages of the project?

IV. Appraisals

1. Test your soil for available phos.

2. Analyze the results of your tests.

3. Determine the amount of fertilizer needed.

4. Test your water.

5. Test your soil for available phos.

6. What will be the labor of the pupils required for the project?

7. What will be the profit or loss?

8. What will be the advantages of the project?

V. Marketing.

1. Study market conditions.

2. Study crop conditions.

3. Study the weather.

VI. Increasing the Accuracy of Project Records

1. Study weather conditions.

2. Study market conditions.

3. Study crop conditions.

4. Study the weather and market conditions.

B. Project, 4H National Headquarters

ONE of the things that every 4-H worker must be able to do is to get accurate records from the members of his class in supervised practice projects.

A scheme found to be useful for this purpose was to have each member of the committee check the record book as their time occurred. This committee should be responsible for the accuracy of the record book, and if there are any errors or mistakes, they should be corrected immediately.

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Determining the Content and Scope of a Farm Mechanic Course for an Individual Pupil

S. S. SUTHERLAND, Supervisor of Agricultural Teacher Training, University Farm, Davis, California

Before attempting any discussion of a program for teaching what a pupil should be taught in a farm mechanics course, let us consider for a moment the content and scope of such a course.

The past few years have seen some significant changes in the nature of the content, and the scope of our program in farm mechanics. This is particularly true in California, where we have seen a rather definite trend away from formal classroom instruction, and toward more emphasis on supervised practice and community improvement.

They have been the most recent, the most objective results of this trend. We are just beginning to realize the value of a vocational education in agriculture, and that there are many pupils who can be taught and trained to improve agriculture by training present and prospective farmers for proficiency in farm mechanics.

The main purpose of instruction in farm mechanics is to enable the pupil to control, maintain, and operate farm equipment, and to assist in the building of farm buildings, and in the construction of such items as barns, sheds, and other farm buildings.

This gives us one significant lead to follow in determining what a pupil should receive in farm mechanics. Dr. W. E. Peckham, in his report of the Vocational Outlook in Farm Mechanics (1927), says: "Our farm mechanics must be trained in all phases of farm life, to the end that they may be able to control, maintain, and operate their farm equipment and buildings, and that they may also be able to contribute to the building of farm buildings, and to the construction of such items as barns, sheds, and other farm buildings."

In the preparation of a course of study in farm mechanics, we must consider the following statement: "It is a fair aim, if not a realistic aim, in the United States to train a pupil in farm mechanics so that he can control, maintain, and operate his farm equipment and buildings, and that he can contribute to the building of farm buildings, and to the construction of such items as barns, sheds, and other farm buildings."

2. The survey of farm mechanics equipment in the average farmer's home for the cash income for the family.

The amount of this equipment and the type of equipment which the pupils receive should be determined by the needs of the individual pupil, and the needs of the community in which the pupil is living.

The enterprise or enterprises on the farm which constitute the main source of income for the family.

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The present equipment in the average farmer's home for the cash income for the family.

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4. The determination of the content and scope of the farm mechanics course for the average farmer's home for the cash income for the family.

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5. The major farm enterprises of the community as shown by the cash income derived from each, and the equipment used in them.

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How to Get the Most Out of F. F. A. Membership

ARTHUR P. WILLIAMS

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The Nature of Real Leaders
BARTON MORGAN, Iowa State College

The word "leader" brings to the minds of many a certain picture. They see a uniformed military officer with sword in hand, mounted upon a spirited horse. The officer and horse stand at the head of a large army of infantrymen and are ready to lead an attack upon a strong fortress at the top of a steep hill.

It has been a long time since even leaders in the army presented such a picture, except in sham battles or on parades. A leader when real action is taking place, the commanding officers are several miles behind the lines of battle directing the movements of the men. This is not because they are cowards but because they can do their work better.

An artist once wanted to paint a picture of Wellington as he appeared on the battlefield of Waterloo when he defeated Napoleon. The artist asked Wellington to pose for the painting sitting on a beautiful horse. Wellington told the artist that he wanted to get a true picture of him upon that memorable occasion he should paint him crawling on his belly along a small ravine with a pair of field glasses in his hand.

Today the real leaders in social and civic affairs are not uniformed and perched upon horses. They do not assume a haughty air and order people about in commanding tones. They are more likely to be quiet people, working behind the lines and out of the limelight. They are tactful, tolerant, courteous, and kind hearted. They have good judgment, they have worthy convictions, and they are eager to serve others. They know when to lead and when to follow. They know how to get things done.

Perhaps the best way to become a leader is to forget about being a leader and try to improve your personal qualities, to study and learn all you can, and to mingle with and help other people at all times.—The Iowa Future Farmer.

Headed with Emblem

Headed with F. F. A. emblem, the following recently appeared in the Better Farmer Register: The Vocational Agriculture Department of the High School brings you this column of timely hints each week of the school year and sincerely hopes that the column will prove helpful to you. If there is any other information you would like to have concerning agriculture, the department will be very glad to help you to the best of its ability.—Illinois.

Agriculture in Our Largest Inland City

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