Agricultural Education

Andrew Sundstrom of Beresford, South Dakota, newly elected president of the Future Farmers of America

As Dean Bailey points out, the final measure of rural welfare is the satisfaction of farm people in their life on the land, and this is dependent upon their appreciation of some of the intangible values of farm life.
EDITORIAL COMMENT

Promoting Rural Progress

CARSIE HAMMONDS, University of Kentucky

There are those among us who are working, or think we are working, to promote rural progress. Just what is rural progress? What is the measure of it? Rural progress involves (1) increased material living; (2) increased economic security; (3) increased human welfare. In the last and certainly the most important of these, rural progress is not only measured by the increase in the material things which people own or consume, but also by what one object of these things means. And something may be lacking in a man as a whole even though he may have all the physical benefits.

The following four questions of the rural population will be for the common good of all economic conditions.

What economic order will be used?
Whatever is done or not done in advancing rural progress will have its effect on the other three.

We think in our analysis of the term "rural progress" that it involves two main elements—economic efficiency and human welfare. After all, what is the goal of economic efficiency? In the old days the farmers for economic efficiency for the farmer was "working hard to raise more corn to find more land to buy more land and on which to work and still harder to raise more corn to find more land to buy more land," and so on ad infinitum. Today, a much more complex and balanced philosophy of rural life in the United States has developed. It is the "now-you-see-it, now-you-don’t" philosophy, as it is the thinking of a broader, more balanced, more efficient mind. We have to see the world as it is and not as it was. We have to think of the farmers of the future, not as they are now, but as they will be in the future.

FOUR QUESTIONS

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General Education in the Small High School

D. D. MURPHY, Gardner, Kansas

The vocational agriculture classes here at Gardner are conducted for the students in the small high school. The junior and senior classes are almost complete, and the program for the junior class is now in full swing. The program is designed to provide vocational training and occupational preparation for the students. It aims to prepare students for successful careers in agriculture, related fields, and other areas of interest.

The classes are offered in subjects such as animal science, crop science, and business management. The students have opportunities to participate in various activities, including field trips, guest lectures, and hands-on experiences. The classes also emphasize the importance of good communication skills, teamwork, and problem-solving.

The vocational education program at Gardner is supported by a dedicated faculty and a supportive community. The students are encouraged to apply the knowledge and skills they learn in the classroom to real-world situations. The program helps to prepare students for successful futures in a variety of fields.

Some Data on Vocational Agriculture in Texas

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<thead>
<tr>
<th>SALARIES OF WHITE TEACHERS OF VOCATIONAL AGRICULTURE</th>
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<td>Monthly Salary</td>
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The following table is written by a former vocational agriculture teacher, M. E. M. Horton.

A laboratory work book containing 53 pages, set up on a question and problem basis, has been prepared, and several are now in the process of being printed. A laboratory, equipped with all the necessary apparatus and materials, will be ready for the students to use in the fall.
Supervised Practice

Supervised Practice and Classroom Instruction in Vocational Agriculture

G. A. SCHMIDT, Colorado Agricultural College

In every efficient preparatory vo-
cational agriculture course, theory and practice go hand in
hand. Only then can the student
learn the facts and principles
which form the foundation of
good practice, and then apply these
facts and principles to guide practice, and finally learn the neces-
sity to fix habits of doing and
not doing.

In vocational ag-
culture, no student
should ever think of what
I regard as an ideal situation for
providing adequate practice or for
giving adequate farm-training experi-
ences. This is due to the fact that
our vocational agriculture course is in
reality a part-time proposition. In
our High Schools, cooperators with
duty for the boys taking the voca-
tional agriculture course in agricul-
ture is given at the school, and super-
vised farm-training projects are pro-
vided for on the home farms of the
students. From the very beginning of
we're the management and operation of
a series of farm projects in agricul-
ture, together with the management
of numerous supplementary farm-
training projects.

Because of this cooperative nature of the vocational agriculture cur-
course, students do not need a farm
or a home to do a farm-training
project. Each of these students may be
provided with for the home farms of
daytime school and part-time
professionals of schools where vocational ag-
culture is taught should be familiar
with this cooperative nature of the
vocational agriculture program and un-
derstand that it is absolutely impera-
tive that boys in the vocational ag-
culture course be given an oppor-
tunity to engage in adequate supervi-
sed farm-training projects. These
projects should be set up in the
field, energy, and ability to put into
the projects. The students should be
free from these fields to spend all
their time, energy, and ability to put into
the projects. The students should be

In this type of farm project, a good
supervised farm-training project
must be set up in the field, energy, and
ability to put into the projects. The
students should be free from these
fields to spend all their time, energy,
and ability to put into the projects.
Farm Mechanics in Wisconsin

L. M. Sasman, Agricultural Supervisor, Wisconsin

Sixty-six of the 100 departments
of agriculture in the state are
in farm mechanics courses that
are taught in the past year with
an average of 1,060 boys.

Thirty-nine of these courses
are for freshmen, 43 are sophomores, 63 are juniors, and 28 are seniors.

Farm mechanics is offered in Wis-
consin as a separate course, intended for boys that work on farms where
there are few opportunities of taking
a course in this field of study. The
Department of Agriculture in Wis-
consin is in the process of working
out a program in which the boys
will be able to take the course through
a correspondence course.

The course content includes the
foundations of farm mechanics, the
use of tools, and the care and use of
animals. The course is offered in
the junior or senior years, and it
is about fifteen years that farm shop
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My Evening School Experiences in Farm Mechanics

ETHEL A. BUSH, Franklin, Wisconsi

"There are many opportunities of earning extra money during the school year by the help of the evening school. Boys and girls who want to make a few dollars can do so by working in the evening school. The work is varied and interesting, and the hours are short.

The evening schools have been very successful in this respect. They have given the boys and girls an opportunity to work and earn money without interfering with their regular school work. The work is varied and interesting, and the hours are short.

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Part-Time Schools

Part-time Schools at Stoughton, Wisconsin

F. W. BURDICK, Superintendent of Vocational Schools, Stoughton, Wisconsin

I am sure that almost anyone making a survey in his community for the number of boys of school age who are attending school will find not all of them are attending school. This is true even in the rural districts of our state. The problem is not only one of attendance, but of attendance in a school that is conducive to the educational advancement of young people.

In 1933 we had a survey made in the school district of Stoughton, Wisconsin, to determine the number of boys who were attending school. It was found that of the 120 boys of school age, only 36 were attending school. Of these, 20 were attending school for the first time this year. The remainder of the boys were attending school for the first time this year.

The survey was made in the fall, and it was found that the number of boys attending school was only 90. Of these, 40 were attending school for the first time this year. The remainder of the boys were attending school for the first time this year.

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Future Farmers of America

The National Congress at Kansas City

ANDREW Sandborn of Berkeley, Calif., was elected president of the national organization of Future Farmers of America this year. Following the convention, Bobby Jones of Badger, Ohio, his vice president, presented the magazine to him. The magazine is also shown in the accompanying group photograph, together with the other national officers elected, the national executive secretary, the national advisor and the national treasurer.

Tooyack Chapter, Utah, Wins Chapter Contest

TO FOUR chapters of the Future Farmers of America go the honors for the most decorated perform- ance during the current year. The four chapters are: First, Tooyack Chapter, Roosevelt, Utah; second, Sweet Springs Chapter, Sweet Springs, Missouri; third, Watervale Chapter, Watervale, New York; fourth, Colfax Rock Chapter, Colfax Rock, Arkansas.

Details are given in the following pages of the exhibit folders, issued by the Future Farmers of America. First, $100; second, $60; third, $100; fourth, $100.


More than 300 boys receiving American Farmer Degree at 1934 Future Farmers of America National Congress December, 1934

American Farmer Degree

The following 88 boys from 33 chapters of the Future Farmers of America received the American Farmer Degree at the National Congress: Eddie Christian, Fern Bank, Ala.; Chester T. Sibrit, Weimar, Ark.; Harry Bunn, Beaverton, Ore.; Eugene Winters, Baldwin, Wis.; Henry Darrow, Onawa, Iowa; Chester Fire, Pocatello, Idaho.

Oregon Boy Named Star Farmer of America

PAUL Astleford, 18-year-old son of a Quaker preacher of Newberg, Oregon, was awarded the title of Star Farmer of America in the annual Eleanor Roosevelt Livestock Show in Kansas.

Surrounded by over two thousand cheering Future Farmers of America, this teen-aged young man received a check for $500, awarded by The Weekly Kansas City Star. The bourse and the prize money come as a stimulus to the farm boy, now in his eleventh year, to continue his study of agriculture for several more years and a similar career.

Entering the Newberg high school in the fall of 1930, Paul enrolled for a course in vocational agriculture. Although the family lived on a 7-acre farm, the father made little effort to farm. As a good Quaker he was too busy to work. As a boy, Paul devoted a 75-cent farm project and purchased a second-hand Daisy gun, receiving a labor income the first year of $85. In his senior year he entered the Roosevelt Livestock Show and won a $175 prize for a farm bird and an additional $50 for the best farm bird in the show.

Although Paul was born in Los Angeles, he has spent a great deal of his life farming on a 75-cent farm project and a second-hand Daisy gun, receiving a labor income the first year of $85. In his senior year he entered the Roosevelt Livestock Show and won a $175 prize for a farm bird and an additional $50 for the best farm bird in the show. The last but not least demonstrated the fact that Paul was the son of a farmer, a fact which he has always been proud of.
The Farmer's Part in a Planned Agriculture

Address by J. PHELON MALOOF, Richfield, Utah, Winner in the National Public Speaking Contest

A MERICAN agriculture faces today the most serious economic problem it has ever faced. Under present-day profit, the American farmer is facing high production, high costs of living, and a highly mechanized farm that is in the hands of an untrained farmer who is just starting out in farming. The government is trying to help solve this problem by providing new opportunities for the farmer. But the government alone cannot solve the problem. It is the responsibility of the farmer to take an active part in the solution.

The problem of high production can be solved by decreasing the amount of land being cultivated. This can be done by using more land-saving techniques such as crop rotation and soil conservation. The problem of high costs of living can be solved by increasing the farmer's income. This can be done by increasing the farmer's efficiency and productivity.

The problem of a highly mechanized farm can be solved by training the farmer in the proper use of machinery. This can be done by providing training programs for farmers in vocational schools and colleges. The government is already providing some of these programs. But the government alone cannot provide all of them. It is the responsibility of the farmer to take an active part in these programs.

In order to do his part in cooperating with governmental agencies, the farmer must first know what the agencies are trying to do. He must be informed as to the economic principles and trends in the business of farming. Secondly, he must develop a national agricultural organization. This organization should consist of all farmers, large and small. In the third place, he must develop the ability to cooperate with agricultural agencies and to do his part as a farmer. This is the role that he must play in the solution of the problems facing the whole world.

How can we obtain this desired class of farmers? The answer is, we can run our course and hope that as time goes on the cooperative movement of farmers will be more and more established. Not only, but we can also ask the Secretary of Agriculture, Mr. W. L. Wilson, what he says. Said he: "The building of a better and higher rural civilization must have its roots in education."
Participation in Judging Contest Aids Boy in Securing Steady Employment

LAST year, when the Illinois State Dairyman's Association sent out invitations to their annual judging contest, I had decided not to go. It was too far. My students were so enthusiastic, however, in wanting to enter, that I finally gave in. As a result of that contest, one of the senior boys was offered a job with an outstanding dairyman. He began working after school, and in the summer after graduation. His job is an attractive one, and since he has four brothers in vocational agriculture work this year, he certainly needed it. Absolutely the one thing that gave him this chance, was his work in that judging contest. I had almost cheated him out of it. Without doubt, many agriculture teachers have had experiences of similar nature. Outside activities play a tremendous part in furnishing opportunities for our students. Not often are the opportunities for immediate material gain to be sure, but they are not less valuable because of that.

There is Richard, who developed into a good leader, after taking part in a public speaking contest. There is Wilbert, who is in high school this year - probably because his father attended the evening course last winter. And George, who never in his life, will be careless about selecting seed corn, because he has been so interested in exhibiting at the section fairs. But why go on? The advantages are too many.

Our boys have a right to every opportunity we can offer them. I sincerely hope that I do not deprive them of any chance by not taking part in the outside activities provided.—L. L. Olvis, Chester, Illinois.

Ocasional Distribution of Former Vocational Agriculture Boys in West Virginia

D. W. Parsons, West Virginia University

A STUDY of the occupational distribution of 3,232 West Virginia boys who have had one or more years of vocational agriculture during the period 1922 to 1931 in 55 different schools gives some interesting data. These boys are now out of high school, 57.6 per cent having graduated.

The group is distributed as follows:

- New farming: 45.4 per cent
- In college of agriculture: 24.7 per cent
- Occupation related to agriculture: 12.2 per cent
- Non-agricultural occupation: 31.8 per cent
- In Colleges other than agriculture: 7.3 per cent
- Unknown: 11.0 per cent
- Dead: 9.9 per cent

Of those now engaged in farming, 54.1 per cent are owners, managers, tenants, or partners; 44.4 per cent are farm laborers. Forty-nine per cent of these farming as owners, managers, renters, or partners were rated as being good farmers, and only 3 per cent as being poor farmers.

Two-thirds of the 3,232 boys are farm boys and one-third town boys. The per cent of farm boys farming is 54.3, while only 15 per cent of the town boys are now farming.

Over half the boys (52.3 per cent) had but one year of vocational agriculture; 44.2 per cent had two years; 29 per cent three years, and 0.6 per cent four years. Of those having over two years of vocational agriculture, 66 per cent are now farming.

Thus we see that over the nine-year period 40 per cent of the total number of boys studying vocational agriculture are engaged in agricultural work. In recent years the proportion of farm boys in the vocational agriculture classes has been increasing, and, as the study shows, this should mean a greater proportion going into farming.

Solving the Economic Problem of the Community Through the Farm Mechanics Course

In our farm mechanics course this year we have tried to make it as practical and beneficial from an economic standpoint as possible. In this outline of a new enterprise, which included a list of all the different jobs, was given out a week or two previous to the taking up of the new enterprise. On this outline the boy was asked to check the jobs he wanted to do; then his father was asked to check the tasks he wanted carried to the ground; then the boy’s mother was asked to cross the jobs she wanted done. When these outlines were returned, the class material was organized so that the boy could do the jobs which were most desired. This has been of particular value in that it gave the parents a knowledge of the work done in the course. It also encouraged the boy to bring materials from home to work on, and it helped in cutting down on the cost to the department for materials, as well as the big benefit of decreasing the cash outlay of the farmer for his repair work.—E. D. Gregory, Sherrard, Illinois.

“Stand By”

“EDUCATION must realize its proper place in the new scheme of things. No education can be complete without the pre-training for a vocation that will equip the boy or girl or adolescent to meet the requirements of the new dispensation. Many, perhaps most, of our great army of school children will be able to follow their natural inclinations. Circumstances, environment, opportunities will play their parts in shaping their lives. But a certain group must be especially trained and guided. It is from this group who generally fall by the wayside that our behavior problems arise. It is with those that education must deal. These boys of the school must be waded so as to teach every pupil a vocation, to train him to a specific trade or occupation commensurate with his individual and intimate abilities.”—A Challenge to the School, by Lewis B. Lawes.