Agricultural Education

The teacher, the father, the mother, the boy, and farm practice — an educational combination hard to beat.

Where a whole industry becomes efficient, society, not the individual, is the gainer, but all rise in the scale of living in proportion to efficiency, and the more general the efficiency the greater the benefit.

— B. H. Hibbard
A Study of Rural Education in Illinois with Special Reference to Vocational Agricultural Education for the Fifteen-Year Period 1917 to 1933

A. W. NOLAN, University of Illinois

Note: There are several connections taken from "A Study of Rural Education," by John W. Davis, in "How the Farm Boy Is Educated in the Fifteen-Year Period of 1917-1933." The following paragraphs are a copy of the same. There is not much difference in these two works, save that the information is reorganized into a more logical and coherent form in the present study. The material is based on the investigations of the Rural Education Association of Illinois and the Illinois State Normal School at Normal.

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1. The data relating to expenditures for agricultural education in Illinois show that the total school system spent $1,000,000 on agricultural education. Of this amount, $900,000 was spent in the rural schools, and $100,000 in the city schools. The average expenditure per pupil in the rural schools was $5.00, and in the city schools it was $10.00.

2. The rural schools are more interested in vocational education than the city schools. The rural schools have more facilities for vocational education, and the rural teachers are more interested in the subject.

3. The rural schools are more interested in the study of practical agriculture than the city schools. The rural schools have more farms within their school districts, and the rural teachers are more familiar with the subject.

4. With regard to occupational agriculture, it is clear that the rural schools are more interested in the subject than the city schools. The rural schools have more facilities for occupational agriculture, and the rural teachers are more interested in the subject.

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The expense of administration and supervision would be lowered under such a plan.
English Is Essential 

Teachers are not likely to be professionally successful unless they possess a reasonably high degree of English. Doctor C. S. Anderson, of the Pennsylvania State College, recently studied the records of the English graduates of the college, comparing their teaching effectiveness with the grades they received in English when attending college. In order of difficulty, through college grades, the physical sciences and the biological sciences are the most difficult for non-English students than was English. However, when grades were computed with some of the community, English showed itself in order of importance.

Clay grades in English correlated closely with proficiency in reading, with the exception of the fourth year, when high and regular scores were made in English, the results of our communication and expression, seem to test to teaching, regardless of the subject.

Stimulating Interest in Vocational Agriculture

ONE way to stimulate interest in high school is to give the students an opportunity to visit the schools in the state. For example, the high school in rural education is quite interesting. The Pennsylvania State College, in its second year, has had a large number of students interested in vocational agriculture. By making a special arrangement with the principal, Robert-Scott, the college offers a unique opportunity to visit the high school in rural education and to learn more about it. The students in the high school in rural education are quite interested in vocational agriculture. By making a special arrangement with the principal, Robert-Scott, the college offers a unique opportunity to visit the high school in rural education and to learn more about it.

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Comparative Reliabilities of Two Methods of Judging Dairy Cows

JOEL S. COFFEY, Department of Animal Husbandry, and LYMAN E. JACKSON, Department of Agricultural Education, Ohio State University

The methods of judging dairy cows commonly employed in the state of Ohio are based on the criteria of the United States Dairy Cattle Judging Rule of the American Dairy Science Association. There are two main methods of judging dairy cows: the first is the method of visual inspection and the second is the method of scoring dairy cows using a point system. The paper discusses the reliability of these two methods and presents a table comparing the results of the two methods.

TABLE I: RELIABILITY COEFFICIENTS FOR TWO FORMS OF JUDGING COWS FOR DAIRY COWS

<table>
<thead>
<tr>
<th>Judging Card No. 1</th>
<th>Judging Card No. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total scores (final grade)</td>
<td>0.865 ± 0.00</td>
</tr>
<tr>
<td>b. Scores from final placing only</td>
<td>0.801 ± 0.00</td>
</tr>
<tr>
<td>c. Final scores from judgment of animal as a whole</td>
<td>0.845 ± 0.00</td>
</tr>
<tr>
<td>d. Scores from selection of given on 21 standards</td>
<td>0.796 ± 0.00</td>
</tr>
</tbody>
</table>

Table 1 shows the reliability coefficients for the two forms of judging cows. The first column represents the reliability coefficients for the visual inspection method, and the second column represents the reliability coefficients for the scoring method. The table indicates that the visual inspection method has a higher reliability coefficient than the scoring method, suggesting that the visual inspection method is more reliable.

In order to study the reliability of the two judging cards, 49 students in a class in judging dairy cows were asked to make the visual inspection of the dairy cows using the same inspection cards as used by the same official judge. The results obtained were then compared to the reliability coefficients of the two methods. The reliability coefficients of the two methods were calculated and are presented in Table I.

The results presented in Table I indicate that the reliability of the visual inspection method is higher than the reliability of the scoring method. This suggests that the visual inspection method is more reliable in judging dairy cows.

A Teacher's Responsibility

A teacher's responsibility is to equip his students with the knowledge and skills necessary to succeed in the field of agriculture. This can be accomplished through a combination of theoretical instruction, practical experience, and exposure to real-world situations. The teacher should be knowledgeable about the latest developments in the field and be able to convey this knowledge to his students in a clear and engaging manner. The teacher should also be able to demonstrate the practical applications of the concepts being taught, so that students can see the relevance of their education to real-world situations.

January, 1935 Agricultural Education
Supervised Practice

Scope and Content of Supervised Farm Practice for All-Day Pupils

J. F. CORBIN, Agricultural Teacher, Leicester, North Carolina

The object of the all-day vocational agriculture program is not essential- ly to teach the theory of agriculture, but to train and to test the ability and operation of a particular type of agricultural work. The supervisor or instructor is attempting to show how he himself plans his work in teaching boys in farming.

Farm-Teaching Progress

The writer believes that it is necessary that each pupil be thoroughly acquainted with and set up his own supervised farm practice program early in his freshman year and work on this program each year thereafter, if necessary, as new situations and problems arise.

Unless a mistake is made in the selection of projects the pupil should feel that major enterprises should continue throughout the training period. This is possible if the course is so arranged that at the termination of the training period each boy will have had classroom planning and field practice in each of the enterprises planned for this enterprise, and half as many different enterprises. Individualized instruction can be secured, resulting, in the boy's doing his own investigation into his problems and carrying out his own plans.

Classification of Projects

As shown by the students' farm surveys the number of enterprises and the nature of the enterprise should be prepared in a list of the adapted, specialized enterprises, to guide the pupil in the selection of the number of enterprises required for this program. Each pupil will be placed in a project group to be supervised by a teacher and will be limited to four projects. Each project will be self-contained, and will be limited to one year's work. The projects will be classified as follows:

1. Major Projects: The pupil will include major projects in his program. These should be in line with the pupil's type of farm and the work he is planning to do. Each pupil will be required to prepare a project in each of these enterprises.

2. Minor Projects: The pupils should be given the opportunity to carry out the approved practices in the large number of small enterprises to be carried on the farm.

3. Home Management: This group will consist of all enterprises of the student's home management. The pupil will be required to carry out the requirements of this project and will be required to prepare a small enterprise for the family. The pupil will be required to complete the project for the family during this period.

4. Farm School: The pupil will be required to complete the project for the family during this period.

5. X. Project: The pupil will be required to complete the project for the family during this period.

Supervised Practice Program of Ralph A. Smith, Wilson High School, New Jersey

RAE L. SMITH, Agricultural Education New Jersey

Ralph A. Smith, Wilson High School, New Jersey

The pupil will be required to complete the project for the family during this period.

Assumed Responsibility

Despite the difficulties in the selection of projects, Ralph's father was a successful grower of land and livestock. Ralph's father appeared likely that Ralph would select the enterprises for his project. However, this is not the case. Ralph is not interested in the development of the work of the vocational agriculture project, he is launched in the practical business. This is the greatest value of the work in vocational agriculture, the development of business and commercial confidence, which Ralph's father could have supervised. Ralph's father's responsibility grew out of a challenging project.

Financing Projects

DURING this period of depression, many students lack the funds to get their projects started. This matter was discussed with the teachers, and it was agreed that the pupils would be required to provide school milk for help to feed healthy, and the pupils did much in this way. Some pupils were able to get the Incoming feed for projects, so a balanced ration may be fed; supplying milk for projects is different from feeding projects; some cases furnishing all the milk at a reduced rate, and this did not work well. Ralph's FFA, A., reduced the profits. In each case the project was supervised by the parent, student, and agricultural teacher. Most of the money remained with the pupil, and the result was that it was used as paid labor, without interest, and the students were responsible for the work of the project. In some cases the work is very well done in this com- pany, and the pupil showed the need for the plan as it was written by the student. —E. H. Gardner, Maum, Ill.
Part-Time Schools

A Further Analysis for Adult-Part-Time Programs for Vocational Education in Agriculture

E. R. HOSKINS, Cornell University

1. How should courses and schedules be modified and adapted to meet the needs of the working population and the requirements of the farm survey (using school center enrollment and home for nonresident students)?

2. Extent of area for education, trade, and other units.

3. Publicity through news articles, letters, and programs.

4. Announcements at public gatherings in school and home for nonresident students.

5. Financial aid, a work-study plan.

6. How can the school be organized as a club or chapter?

7. How should teaching methods be altered?

8. Should the school be a "follow-up" program?

9. Shall the placement of individuals be considered in relation to an adult or part-time program?

10. What are the factors to consider?

a. Place in a "follow-up" program?

b. Place in the "summer program."

c. Placement plan (to follow through with the "follow-up" program for the next year).

d. Evaluation of the "follow-up" program (to follow through with the "follow-up" program for the next year).

11. Should the placement of individuals be considered in relation to an adult or part-time program?

12. How should courses and schedules be modified and adapted to meet the needs of the working population and the requirements of the farm survey (using school center enrollment and home for nonresident students)?

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15. Announcements at public gatherings in school and home for nonresident students.


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Future Farmers of America

Using F. F. A. Goals in Classroom Work

T. W. SMITH

It was the intention of the agriculture department to use our F. F. A. programs as a basis for our building the courses of study on the F. F. A. programs for the major activities which will be carried out: (1) holding a corn show and a stock show, (2) starting at the livestock judging the athletic field, (3) testing seed corn, and (4) obtaining for farmers’ use, 50 farnesses, 50 testing soil for 50 farmers, 50 inches of planting the chapter.

In order to get furniture and equipment in keeping with our surroundings, we reorganized the site of the school building and some business places and enlarged several random-sown chairs. By combining the two other ingredients, we secured very good chairs for the first- and for our president. An old stand was found, and after a new leg had been fashioned, our furniture was painted royal blue with the words "Future Farmers of America" in gold.

The rising sun was a result of the group, the full artistic beauty of our report. Permission was secured from school authorities to use four classroom chairs with arms convenient for writing, for the aggregation of the other offices. A large picture of Wash-ington was framed in a frame in the school attic and hung on the back of the teacher's office. The plan and ear of corn are mounted on pedestals and stand beside the win-

Orland, Indiana, Chapter Has Own Meeting Room

OWEN E. VAN PELT, JR.

WHEN the boys of our vocational agriculture department decided to organize a Future Farmers of America chapter last spring, the interest of the boys received instant stimulation from the fact that a meeting room was furnished. The local I. O. O. F. organization had purchased several room furnishings. A space in the community hall was vacant except for a small accumulation of trash and dirt. The efforts of the members of the more interested boys inspired others to participate in making this a very attractive-looking room. The room is about forty feet with two small group rooms opening off one end of a room. The room is equipped with tables and chairs, with the usual equipment. The walls are in colors of the school colors, and the roofing is done along the lines of the fibering factory to the colorful effect. The magazines, etc., are available for the use of members arriving early. The room is carpeted, and the carpet is warm.

Each boy was required to bring his own red in training in leadership, scholarship, etc.

F. F. A.'s Purchase Black Leaf 40 Cooperatively

AARON ZOLL, Adviser, Lambshead, Illinois

EIGHT boys in the Lambshead, Illinois, adviser and a local adult, purchased Black Leaf 40 to be used in growing chickens for sale. Each boy took the project for 2 months. The cost was $0.50 for the 10 pounds, or approxi-

8 9 10 11 12

mately 8 cents per pound. The boys, in two-pound lots. The result was a healthy chicken ready to be sold. A total of 40 chickens were sold for $2.50 each. This shows that some common sense is required. Even in a case as simple as the above, care must be taken to avoid great losses.

In conclusion, some of the many difficulties are implied in the following recipe for cooperation:

1. The Orland, Indiana, needs organized Future Farmer Chapter in its Chapter room, obtained by remodeling an abandoned building.

2. Games and Recreation Lead-

3. Chapter is in need of a building.

4. Chapter is interested in a meeting room.

5. A Future Farmer chapter is in need of a meeting room.

6. A Future Farmer chapter is in need of a meeting room.

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8. A Future Farmer chapter is in need of a meeting room.

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11. A Future Farmer chapter is in need of a meeting room.

12. A Future Farmer chapter is in need of a meeting room.

In conclusion, the boys have been successful in their work, with the exception of the meeting room, which is in need of immediate attention.

Field trips are planned for the near future, and the boys are looking forward to an interesting and educational experience.
Agriculture Department Landscapes School Grounds

F I R S TLY in October of this year a newly constructed agriculture school in Madison, New Jersey was land-
planted by the local educators and was

inceptioned by the Department of Agri-

culture under the supervision of the

Agri-cultural Department. The Board of

Education of Madison presented the Dep-

artment with a sum of $5,000 to cover the

cost of the building and equipment.

The building is one story high and has

four classrooms, a large auditorium, and a

library. The classrooms are equipped with

blackboards, maps, and other teaching aids.

The auditorium is equipped with a large

screen and projection equipment.

Outstanding American Farmer

ELMERS Williams of Dixon, Illinois, was

recently honored by the American Farm-

ners Association as the outstanding Amer-

ican farmer of the year. Mr. Williams is

the crops agent for the Illinois Agricul-

tural Experiment Station and has been a

leader in the development of the Experiment

Station's research projects.

A Functioning Farmer Cooperative

YANK VONDERLEHNER of New York, Stu-

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the New York State Farmers Cooperative

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in 1928 and has grown to over 1,000 mem-

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Elmore Williams of Dixon, Illinois, Early American Farmer

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Agricultural Education January, 1955

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farmers could save money. The state govern-

ment was to purchase the bales at $3 per

bale, and the farmers would pay $1 per

bale. This arrangement was to be carried

out until the last bales were purchased.

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bale. This arrangement was to be carried

out until the last bales were purchased.

YANK VONDERLEHNER of St. Paul, Minne-

sota, is the general manager of the New

York State Farmers Cooperative As-

sociation. The association was formed in

1928 and has grown to over 1,000 members.

The association provides marketing and

cooperative activities for its members.

The building is one story high and has

four classrooms, a large auditorium, and a

library. The classrooms are equipped with

blackboards, maps, and other teaching aids.

The auditorium is equipped with a large

screen and projection equipment.
fair business agreement if renting, or business arrangement if going into partnership with parents.
3. Take as my responsibility, the helping of ex-agricultural students to become established in farming, under a fair business arrangement.
4. Form these part-time boys into permanent organization.
5. Encourage cooperative effort among these boys when they have something to sell or buy.
6. Discuss the various ways in which money can be secured for production credit, emphasizing especially the wise use of credit, how to maintain credit, etc.
7. Responsibility of rural citizenship study of farm and other organizations in the community, the contributions of each.
8. Keep the boys informed on the program of the A. A. A., emphasizing especially the economic factors of operating the program.
9. Show necessity for program.
10. Help the boys (by individual visits and group meetings) with the problems incident to their supervised home practice programs.
11. Discussion on how to make our homes more attractive and more livable. Touch on a father's responsibility.
12. Farm record keeping.
13. Land utilization (Same as for evening class).
14. The credit system (Same as for evening class).
15. Study the peanut, cotton, tobacco, and corn-lodge situation (Similar to evening class).

All-Day—Day-Unit Classes:
1. Develop a long-time, well-balanced supervised practice program based on training necessary to fit the boy to operate a particular farm of the type selected (scope and managerial ability to increase from first to fourth year).
2. Do everything possible to improve the accuracy of supervised practice records during the coming year.
3. Cooperate with other high school teachers in curriculum revision.
4. As soon as each boy gets his supervised practice program for the year definitely lined up, a study will be made of the amount of time required by each boy to finance his enterprise; where such money can be secured; Production Credit Association possibility, banks, time merchants.
5. If necessary, and the boys decide it advisable, an F. F. A. Production Credit Association will be formed, for giving the boys experience.

In connection with the above, emphasis will be placed on the wise use of credit and how to maintain credit.
6. Have each student analyze his enterprises in the record book and have class analyze all records, in order to find out best practices.
7. Publish booklet on supervised practice work.
8. Have third- and fourth-year boys study and determine the machinery and equipment needed for their enterprises.
10. Familiarize the agriculture students with the A. A. A. program on commodities produced in the community, emphasizing especially the factors underlying the necessity for these various programs.
11. Where boys have an opportunity to participate in the A. A. A. program, help them to thoroughly understand the provisions of the entire program.

DEPARTMENTAL OBJECTIVES

Adult Farmers:
1. Conduct two evening classes, one at Purdy and one at Claresville.
2. Organize evening classes on permanent basis.
3. Visit each evening class member at least three times.
4. Endeavor to get evening class members to buy, sell, work on some project cooperatively, where such an opportunity can be found.
5. Reach 50 individuals in evening classes.

Part-Time Boys:
1. Reach 60 per cent of former students in organized instruction.
2. Visit all former students (whether members of organized groups or not) at least three times.
3. Bring follow-up records up to date by January 15, 1935.
4. Contact C. C. C. boys returning from camp, encourage them to become members of part-time group—and otherwise help them to become established in farming.
5. Reach 50 ex-agricultural students and other suitable boys in part-time class.

All-Day Boys:
1. Reach at least 25-boys in all-day classes.

Farm Shop:
1. Average four hours per week throughout the year in shop by third- and fourth-year boys.
2. Have each boy make a list of equipment, tools, machinery on his home farm; and after each list, the needed repairs and improvements, and use this as a basis for working out his shop calendar.
3. Have each boy make a list of construction jobs needed in connection with his supervised practice and include these in his shop course (feeders, brooder houses, single trees, etc.).
4. Have each boy make a list of possible construction jobs that might be needed around the home and farm (as lawn chairs, porch swings, flower boxes, kitchen sinks, wagon body, cart body, steps, walks, etc.) and where possible include in shop course.
5. Check over shop tools needed and discuss with superintendent the possibilities of securing added equipment for the high school shop.
6. Place particular emphasis with each boy on the use and care of tools, and teach fundamental skills to first-year boys.
7. Where time permits, additional shop training will be provided at home by supplementary farm jobs.
8. Keep shop neat and orderly and ready for inspection at any time.
9. Each boy will have a definite shop calendar (showing jobs to be done during year) as soon as possible where he can be graded for planning each job and for doing each job.

Training and Improvement:
1. Join the A. V. A. and the Virginia Vocational Association, and subscribe to the Agricultural Education magazine.
2. Join the County and State Teacher Associations.
3. Read and study four books that will help me do a better job of teaching.
4. Research:
   1. Cooperate with the teacher-training and supervisory staffs in making studies.
   2. Cooperate in the program of curriculum revision.

Publicity:
1. Four articles in Chapter Chants by F. F. A. reporter.
2. One article in some farm magazine.
3. Radio program.
4. Send in to District Supervisor by August 15 plan for newspaper publicity.
5. Publish at least 25 articles in newspapers.
6. Educational exhibit at local fair, along with a number of exhibits from enterprises of F. F. A.'s, etc.

Advisory Committee:
1. Meeting for approving objectives.
2. Meeting for progress report.
3. Visit supervised practice with members.
4. Have superintendent, principal, and school board member on this committee.

Future Farmers:
1. One hundred per cent of members with savings accounts.
2. Regular time each week for deposits.
3. Ninety per cent of members to participate in cooperative buying or selling.
4. Nominate one boy for Third Degree.
5. Hold Father and Son Banquet.
7. Fifteen exhibits at State Corn and Grain Show.
8. Chapter objectives set up, and committees appointed for carrying out the same.
9. Assist one community organization in reaching its objectives.
10. At least three boys to participate in public speaking contest.
11. Raise money to pay expenses of judging team and delegates to Italy.

Agricultural Education January, 1935