Agricultural Education

Donald B. Gantz, American Farmer, Washington, Pennsylvania

(See Editorial Comment)

The interest is always a sign of some power below; the important thing is to discover this power. To humor the interest is to fail to penetrate below the surface, and its sure result is to substitute caprice and whim for genuine interest. — John Dewey.
Agricultural Education, February, 1935

EDITORIAL COMMENT

A noteworthy address by Mr. Jack H. Wilson, state director of the New York State School of Agriculture at Cornell University, is presented in this issue. Mr. Wilson discusses the importance of American agriculture and its role in the world economy.

THE A. V. A. MEETING

LARGE attendance and high morale characterized the annual convention of the American Vocational Association, held at Pittsburgh, Pa., in December. The enthusiasm of the convention was supported by such addresses as those of:

1. Ray W. Smith, A. V. A. membership in the history of the organization (more than 100,000),

2. The provision of vocational education, due to the enactment of the Smith-Hughes bill and the removal of the 25 per cent cut in previous appropriations,

3. The operation of the program during the past year,

4. The strong support of general education.

5. The largest number of state vocational associations ever to attend the A. V. A. meeting was in attendance at Pittsburgh.

6. The equal strong support of large groups. Mr. L. J. Tucker, National Director of clover, organized the convention and the conference, which was the first time in the history of the American Farmers Association of the year, bringing the total to approximately 5,000 in the United States.

7. The strong support of general education.

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10. The strong support of general education.

Our cover

The current issue of the American Farmers Association includes a special feature on the changing role of American farmers. The feature highlights the changes in the agricultural sector over the past several years and the challenges facing farmers today. It also discusses the importance of vocational education in preparing students for careers in agriculture.

Professional

The Philosophy of the New Deal in Its Relation to American Agriculture

M. L. WILSON, Associate Secretary of Agriculture

The New Deal has been a significant force in American agriculture, and its impact is still being felt today.

1. An address delivered before the Agricultural Education Association of the American Vineyard Association, February 10, 1935.
and energy to do otherwise. They realize the injustice and current they cannot abolish them. They have also learned to understand them, measure them, and make adjustments to bring them under control. In the case of some millions of people, their success in doing so have been such as to make them earn a living and have no idea of the substantial understanding of the problems with which they are confronted.

Every successful protective movement has been fought by some of them, and among the members of the farm organizations, particularly the leadership which has emerged from the farmers themselves, the spirit of its opposition has been so strong as to give it a better form and resistance to the class of free competition.

The basis of this opposition is the fact that the farmers have been able to get a better form of organization, and they have been able to get the protection and support it needs to be able to continue in the same way as it was done in the past.

The question of the future of agricultural adjustment is one of the most important questions of our time, and it is one that will have to be faced by the American people.

Agriculture, as we know, is a major industry in the United States, and it is one that has been growing for many years. The development of this industry has had a profound effect on the economy of the country, and it has also had a major impact on the lives of the people who work in it.

The problem of agricultural adjustment is one that has been faced by the government in the past, and it is one that will have to be faced in the future. It is a problem that has to be solved, and it is a problem that will have to be dealt with in a timely manner.

The solution to the problem of agricultural adjustment is one that will have to be found through a combination of different approaches. It is a problem that will have to be solved through a combination of different approaches. It is a problem that will have to be solved through a combination of different approaches. It is a problem that will have to be solved through a combination of different approaches. It is a problem that will have to be solved through a combination of different approaches.
The Function of Vocational Agriculture in the New Deal

WALTER S. NEWMAN, Supervisor of Agricultural Instruction, Virginia Education, Virginia

In attempting to discuss any phase of the New Deal, we shall con-

naturally comprehend the enthusiasm and attitude of the people toward the New Deal. No effort will be made to suppress any aspects of the New Deal, but rather to present it as it has been created and presented to the people. Whether or not the New Deal is successful, is not the subject of this discussion. Since the New Deal has been established as a fact, it is the responsibility of the people to understand and support the New Deal in order to achieve the goals set forth by the administration.

The New Deal has been designed to address the economic and social problems facing the United States. It has been implemented through a series of programs and initiatives aimed at providing relief, recovery, and reform. The New Deal has been praised for its comprehensive and proactive approach to tackling the challenges of the era, and it has been criticized for its complexity and the limitations of its funding sources.

The agricultural economy of the United States has been a critical component of the New Deal, with the Farm Credit Administration and the Rural Electrification Administration playing key roles in supporting rural communities. These programs have provided financial assistance, loan guarantees, and infrastructure improvements to help farmers and rural areas cope with the effects of the Great Depression.

The New Deal has also been credited with improving the lives of farmers by providing them with access to credit and credit guarantees, which allowed them to purchase needed inputs and equipment. The New Deal has also been praised for its efforts to improve the living conditions of rural populations through the construction of schools, hospitals, and other public facilities.

In conclusion, the New Deal has had a significant impact on the lives of farmers and rural communities. While some aspects of the New Deal remain controversial, its legacy continues to shape the agricultural economy of the United States today.
Part-Time Schooling

Characteristics and Needs of Rural Youth in the 16-24 Year Age Group

T. B. MANNY, Acting in Charge, Division of Farm Population and Rural Life, United States Department of Agriculture

The existence of a rural youth problem is one that has received considerable attention from educators, social workers, and others interested in the welfare of rural youth. The needs of rural youth are often neglected, and the problem is one that requires careful analysis and understanding.

The purpose of this study is to provide information on the characteristics and needs of rural youth in the 16-24 year age group. This group includes those who are enrolled in full-time schools, those who are working full-time, and those who are not engaged in any formal education or work.

The study was conducted in 1930, and the results indicate that rural youth have unique characteristics and needs that require special attention. The findings of the study are based on a survey of rural youth in the United States.

The study found that rural youth are more likely to be enrolled in part-time schools than urban youth. Part-time schools provide a more flexible educational environment, allowing rural youth to combine work and study.

The study also found that rural youth are more likely to be employed in agriculture and related fields than urban youth. Agriculture is a major economic activity in rural areas, and rural youth are often involved in farm work.

The study concluded that rural youth have unique needs that require special attention. The findings of the study are intended to help educators, social workers, and others to better understand the characteristics and needs of rural youth.

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T. B. Manny
The New Rural Youth

At a conference on the rural youth held in 1934, an attempt was made to outline the most important characteristics of a youth for an expanded program applying to them in this home and community. The next section is an adaptation of this information. Each new is discernible in rural areas.

1. Occupational Guidance. Although 21.5 per cent of the young people aged 15 to 24 years of age were reported by the 1930 census as attending some school, only 22.4 per cent of the corresponding rural-urban group were attending school in 1934. The rural youth in the State were not able to take advantage of the labor market so that they could be considered qualified for the labor market. They do not have access to the same opportunities as their counterparts in urban areas.

2. Land-use planning, the establishment of the first land-use planning committee in each of the State's rural areas, their work, and the results of their work have been extremely satisfactory. The rural youth in the State do not have access to the same resources as their counterparts in urban areas.

3. The gradual deceleration of the rural-urban migration, the change which appears to be coming in some of the State's rural areas, will provide increasing opportunities for the rural youth in the State. However, there is no guarantee that all rural young people will be able to take advantage of these opportunities.

4. From 1930 to 1935, the average age of farm operators tended to drop. Prior to 1930, the average age of farm operators was over 50 years, while in 1930, the average age was over 40 years. This has been a trend that has continued through recent years. The rural youth in the State do not have access to the same resources as their counterparts in urban areas.

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The Problem of Out-of-School Farm Youth

D. M. Clements—Head, Tennessee Division of Vocational Education

In dealing with any problem of this nature, we must be willing to admit that the problem is grave, that the situation demands careful study and consideration, and that every reasonable effort should be made to improve the situation as far as is humanly possible.

The problem is not new; it has been recognized for many years. In the past, several attempts have been made to solve it. However, the situation has not improved, and in many cases it has actually worsened.

The problem is essentially a problem of education. It is a problem of providing opportunities for young people to receive a proper education. It is a problem of providing opportunities for young people to develop their abilities and talents.

The solution to this problem lies in the hands of the educators. It is up to the educators to find new and better ways to meet the needs of these young people. It is up to the educators to develop new programs and new approaches that will enable these young people to make the most of their lives.

The educators must be willing to take risks, to try new things, and to experiment. They must be willing to work with these young people, to understand their problems, and to help them overcome their difficulties.

The educators must also be willing to work with the parents of these young people. They must make every effort to involve the parents in the education of their children.

The problem of out-of-school farm youth is a serious one, and it will take the efforts of everyone to solve it. However, with determination and effort, we can make a real difference. We can make a real difference in the lives of these young people.
Future Farmers of America

Using F. F. A. to Stimulate Interests

C. E. TIECKMILLER, Advisor, Aspen, New Mexico

EVEN if you are not a future farmer, the F. F. A. must have some outstanding features that don't have some much feature. The boys' attention is caught by the work of the F. F. A. and their sponsoring department.

The boys, of course, are the boys who are coming in to try to rebuild it. They are the boys who are starting to pitch in and build up some of the work that some of the older boys are doing. Some of the work that some of the older boys are doing is that the boys are teaching each other and helping each other through the junior and senior division of the F. F. A.

These boys have a real interest in the work that they are doing, and they are doing it quite well.

The boys are building barns, and they are doing it quite well.

The boys are building fences, and they are doing it quite well.

The boys are building roads, and they are doing it quite well.

The boys are building ponds, and they are doing it quite well.

The boys are building fields, and they are doing it quite well.

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through which will be developed a new pattern of life for many of these people—a pattern of life not entirely rural, nor entirely urban.

These people will have opportunities to live on small tracts of land and to gain many of the advantages of city life, and to avoid the many disadvantages which go with congestion in the cities. They will be able to have gardens, some fruit trees, possibly poultry and a cow, and a better place to raise families.

At the same time it is improbable that these people will attempt agricultural production on a commercial basis. It is unlikely that they could hope to compete with established commercial agricultural production with the small plants and limited time they will have to devote to their land.

Commercial family agriculture has, I believe, nothing to fear from this development, which offers so many possibilities for the improvement of the standards of family life for people who work in industry. Possibly there will be a movement of some folks from the cities to this type of community.

These old frontiers are gone, where surplus farm population found an opportunity to apply itself. This new pattern of life may be the new frontier of the future towards which excess populations on the farm may move without losing so many of the fundamental values of rural life which we too often fail to appreciate.

The philosophy of the New Deal for agriculture is based on the necessity for the closest possible recognition of these factors which have a profound bearing on agriculture and an appreciation of the need for action in adjusting oneself to these changes—plus the will to act.

Thus far, operations under the Adjustment Act have brought about a material increase in the economic welfare of farmers and a marked stimulation in the ability of farmers to purchase industrial products. The flow of income to agricultural areas resulting from these operations has been a stabilizing influence on business generally since passage of the Act, and it has been very helpful during the summer of 1934 when, without the support of farm buying, the slackening of industrial activity might otherwise have resulted in a far worse fall in retail sales and general business activity than actually occurred. We have now come to a point in the Adjustment program where the greater part of the extensive surpluses has been disposed of. The drought resulted in a reduction in available supplies of many commodities far in excess of that which anyone could have anticipated a year ago.

The present problem of agricultural adjustment is to find the most effective means of easing the transition of each major product is in reasonably close adjustment to the current ability of consumers in the United States and of our foreign customers who still remain to buy that production. To maintain adjustment so that supply is quite well balanced with demand makes possible an expansion in some production next year. Perhaps yields during the next cropping season will be high, and the current ability of consumers here and abroad to buy these products will not increase materially. That might necessitate a further downward adjustment in 1936.

On the other hand, there is hope that the ability of consumers to buy farm products will be increased. It is in that direction that we must look. If demand can be pushed upward and farmers and city dwellers alike can enjoy a continuous rise in living standards, it will be possible for farmers to adjust continually their production to a rising level of demand for their products.

We will face an acute danger at any time that we move in the direction of making it impossible for farmers to maintain a reasonable or for them to keep in continuous adjustment with national and world economic factors, for this is a dynamic world and today's picture may be entirely changed a year from now, or even within a shorter time. Certainly we cannot afford to abandon our philosophy that the farms of America—are to the forces of drift.

We have substantial evidence that the farmers of America have an intelligent realization of the problems they face, growing out of the uncertainties of international trade and the inequalities of the power of the large buying farms and farmers. They have also demonstrated their capacity to cooperate in meeting squarely these problems in the democratic tradition.

Our Cover

Continued from page 116

soy cattle. Other farm activities include: 30 head of sheep, 5 b-d of horses, 30 acres corn, 15 acres oats, 12 acres wheat, 45 acres hay, and 3 acres truck. Donald bought a stallion this past summer and is adding to the farm profits by using it for breeding purposes.

Donald, not being married, lives on the home farm with his father and mother. He is the only son and has but one sister. He is active in the work of the church and helps his father and aids the boys in their agricultural work. His work on the farm is bringing him recognition as an adult worker. Present indications are that he will remain in the community as a progressive farmer.

Part-time Classes in Agriculture

Continued from page 124

In Missouri our supervised practice program with the part-time group will be one of assisting these boys to make necessary adjustments in their farming operations, t secure farms of their own, at least one quarter times at which a can be given to establishing them on good land through the use of credit from the Federal Land Bank.

In practically all of the reports made by the men in the fall conferences, farm management, including the use of credit, comes up as of major importance for this particular group of boys.

Possibly we should be more concerned with the boy out of school who has never had the opportunity of receiving instruction in vocational agriculture, but to me where the number of former vocational agriculture students is sufficiently large, we can render a far more effective service because:

These boys have had some training and will make greater progress as a result of advanced instruction.

They are at an age, having been out of school for several years, to appreciate and use this information immediately.

They would make ideal members for an alumni chapter of F. F. A.

It is with this group that rural leadership may be developed, and with their assistance the Future Farmers of America will be able to go on the school of life and to be able to help to carry on the older traditions and develop new ones.

These boys should be encouraged to take advantage and participate in the various school activities—social and recreational. Seemingly, what they need at this time is encouragement, and we should meet that responsibility as far as we can, offering technical training, and individual development.

Dr. Warren once said that some people are born at the right place, others at the right time, while some are born at the wrong place or the wrong time. I am certain that these boys who are born at the right place, and who have the opportunity to take in and harvest the better soil types were born at the right time. We should assist them in farming at the right place and make their adjustments according to present and future economic conditions. The situation is certainly at hand. It is being discussed by the President, our distinguished Congressman, by educators, and by other leaders. I heartily recommend to you the splendid report on the "out-of-school farm youth," recently issued by the Vocational Division of the Office of Education. It is of special value at this most opportune time.

The Problem of Out-of-School Farm Youth

Continued from page 125

civic, and recreational manner. They can't do it by teaching school in eight, nine, or fourteen hours a day by themselves. If all the faculty of any school would show to the young men and women of the community that the school house should be the social and recreational as well as the educational center, there would be more civic pride in our rural communities and less crime.

After we have convinced our young men and women of our rural sections that we want them, then we should set up for them the instruction they say they need, on the general outline as laid down by the University of Wisconsin:

1. Vocational choice together with occupational adjustment and planning.
2. Family anticipation, including home planning and mate selection.
3. Personality development and opportunity for self expression.
4. Adaptation to the life of the community and the state.

Agricultural Education, February, 1935