

# Agricultural Education



Alvin Reimer, Early American  
Farmer from Nebraska

*(See Editorial Comment)*

*"A democracy without an efficient universal  
vocational education is an iridescent dream."*

*— Walter Robinson Smith.*

















American Farmer Degree. His work was set up as a standard; the project books used by Donald were brought into the classroom and studied by the younger boys; his work in the local chapter was discussed.

The fact that a boy from our community was able to gain local, state, and national recognition was the best proof to the other members of the chapter that they, too, could gain honors. That the method has merit is shown by the fact that 21 boys have been advanced to the degree of Keystone Farmer, 3 boys have received the degree of American Farmer, and the chapter won fourth place in the National Chapter Contest for 1931.

Many chapters have boys capable of earning the third or fourth degree, but who fail because they do not receive encouragement at the proper time. We, as advisers, must make a greater effort to enrich our teaching.—Thomas C. Y. Ford, Washington, Pa.

### The Vocational Agriculture Department as Viewed by the Superintendent

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teered and the frequencies with which they were mentioned follow:

Major Advantages of Vocational Agriculture as Reported by School Superintendents

Items	Frequency Checked
Establishes better relationship between school and rural patrons (largely because of evening school program)	25
Increases high school enrollment	21
Improves agricultural program because of federal aid	21
Emphasizes science in agriculture	18
Keeps boys in high school	12
Motivates high school instruction	7
Makes for direct contact between school and home	7
Offers more attractive schedule for farm boys	6
Develops appreciation of farm life	5
Provides opportunity for agricultural instruction in secondary schools	5
Gives students and parents a feeling that high school work is practical	4
Makes better relationship between farmers and town people	4
Develops occupational consciousness	4
Creates desire for information about farming	4
Is adapted to interests and abilities of students	2

The superintendents also reported major disadvantages in organizing and administering vocational agriculture in their local school systems. High per-pupil-cost was reported most frequently, 14 so reporting. Period requirement too long and standards difficult to apply, were checked ten times each.

### Leadership Obligations

BARTON MORGAN, Iowa State College

I AM acquainted with a highly educated man who has a big income, and is sound of mind and body. He has two boys who, like their companions, belong to a scout troop, attend school, and engage in the usual activities of boys of their age.

This man has fair judgment and is inclined to criticize rather severely most of the organizations and activities of his community. He says that they ought to discipline the scouts better and bring out the spiritual elements in the program. He threatens to take his boys out of the troop if they do not manage it better. He complains that they do not teach real religion in Sunday school; that they do not run the P. T. A. properly; that they do not provide enough play and recreational activities for boys during the summer; and that they should elect better men on the school board and on the city council.

When this man is asked to help with a scout troop, he says he does not have the patience and enough knowledge of scouting; when he is asked to teach a Sunday school class, he says that he does not care to work with boys and that he does not know the Bible; when he is asked to serve on a committee of the P. T. A., he says that he does not have the time; and when he is asked to vote, he says that he is just too busy to go, and that his vote wouldn't make any difference anyway.

The trouble with this man is that he has never stopped his daily grind long enough to realize that in every community there are a lot of things that must be done by *volunteer leaders*; and that if he did not help, he was a slacker. He does not realize that he is one of the "they" who should do a lot of things in an acceptable manner if his community is to be a good place in which to live and to bring up his boys.

This man represents the type who could lead if he would, but he won't. There is another type just as bad—the type that would like to lead but can't. These latter folks bring discredit to many good organizations and activities by their blundering, and they often stand in the way of abler folks who could lead if given a chance. They are the ones who sometimes kick like jackasses and wreck their organizations when an attempt is made to replace them with more capable men.

Thus it would seem to be the duty of every gifted high school pupil to find out along which lines of community service his greatest aptitude lies, and then prepare himself to serve his community.—The Iowa Future Farmer.

### F. F. A. Leadership Training Conference in Maine

HERBERT S. HILL, State Adviser

PLANS are complete for the Third Annual F. F. A. Leadership Training Conference to be held June 23 to June 30, in conjunction with the state Y. M. C. A. Leadership Training Conference, at Lake Cobbsecontee, Winthrop, Maine.

Two or more delegates are expected to attend from each of the 25 chapters. Approximately one-half of the time will

be devoted to special problems of F. F. A. chapters. For the remainder of the time, delegates will have an opportunity to enrol in various types of activities that offer the greatest personal appeal.

The state Y. M. C. A. Leadership Training Conference began 13 years ago with 15 delegates, and the number has increased yearly. In 1933, there were from 40 to 45 instructors alone and such prominent out-of-state leaders as Dr. Frank Seerley, Dean of Springfield College; Glenn Jackson, Rochester, New York, Associate General Secretary; L. A. Emerson, New York, Educational Director West Side Branch Y. M. C. A.; Archie Stearns, New York, Physical Work Director, State of New York

### Program for the High Schools in Louisiana

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ideal farmer-training program.

Teaching Job No. 7—Setting up the practical farming program.

Teaching Job No. 8—Enterprise budgeting and estimating.

Teaching Job No. 9—Financing the supervised farm practice program (Making the business arrangements).

Teaching Job No. 10—Making the final selection of enterprises and supplementary jobs to be included in the program.

Problem No. 1—What farm enterprises should be included?

Problem No. 2—What shall be the scope of each enterprise?

Problem No. 3—What supplementary farm jobs should be included?

Teaching Job No. 11—Analyzing enterprises and evaluating jobs.

Teaching Job No. 12—Preparing a study calendar of jobs.

Teaching Job No. 13—Setting up enterprise standards.

Teaching Job No. 14—Planning farm jobs.

The teaching will be continued by taking the next farm job the boy is faced with in his training program, and planning a teaching unit from it. This will continue for the remaining part of his training period.

The following additional teaching jobs are offered for the entire group of all-day students, and should be used as a summation of training program each year.

Teaching Job No. 15—Summarizing supervised farm practice records.

Teaching Job No. 16—Analyzing supervised farm practice records.

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