

**AGRICULTURAL  
EDUCATION  
FOR TEACHERS**

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Agricultural Education for Teachers by Garland Armor Bricker

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**GARLAND ARMOR BRICKER**

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# AGRICULTURAL EDUCATION FOR TEACHERS

BY

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TO MY WIFE  
MABEL McCLELLAND BRICKER

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## PREFACE

THE March winds have passed in agricultural education. The sudden sallies of transient flurries with their bluster are now rapidly giving way to the quieter days of summer. A more sober purpose is vitalizing and systematizing the work of agricultural teaching, and with each passing year less emphasis is being placed on exploitive methods.

Prejudice, inertia, and misgivings are everywhere gradually yielding place to the new rural education. Country communities are demanding that their schools educate in terms of rural life; normal schools are rapidly instituting and perfecting departments for the training of rural teachers; and the colleges are offering courses in rural leadership, and in the teaching of agriculture, home economics, and farm manual training. Tens of thousands of teachers have suddenly become conscious of the new demands that are being made on them. Not all may take advantage of the facilities offered by the higher institutions of learning, while many who take brief courses in summer sessions feel the need of keeping in constant touch with the new ideas in agricultural education along its fundamental lines of development.

Teachers in active service, as well as prospective

teachers in training, it is hoped, will profit by the reading and study of this book, in which are recorded the knowledge and wisdom gleaned from a decade of experience, observation, and study. The book is not the final word on agricultural education, but may be considered a handbook for the teacher, and a guide-book for the district and the county superintendent and the supervisor of rural or agricultural education.

The thanks of the author are due Dr. A. C. True, Director of the U. S. Office of Experiment Stations; to H. C. Lane, Specialist in Agricultural Education of the same office; and to Dean W. W. Boyd, of the College of Education at the Ohio State University, for helpful criticisms and suggestions on section 6 of Chapter VI; also, to Dr. B. M. Davis, Professor of Agricultural Education at Miami University; and to Prof. A. W. Nolan, Assistant Professor of Agricultural Extension, at the University of Illinois, for the review and comments on Chapter VII.

G. A. B.

# AGRICULTURAL EDUCATION FOR TEACHERS

## CHAPTER I

### THE RISE OF POPULAR EDUCATION IN AGRICULTURE

Agriculture is the most recent of the sciences; and through the application of its principles to the production of food, clothing, and shelter, or to the satisfying of man's æsthetic desires, the most ancient art of agriculture has had a new birth. From this grand old industry, over forty millions of our people daily draw their wealth and inspiration for higher and better living. Without this basic source of wealth, our people could not continue to support our highly developed Christian civilization through another year. To insure the perpetuity of an intelligent agriculture for the generations of our people who shall inherit and till the God-given acres of the nation after we have quit them, it becomes an inevitable duty of the state to educate her youth in this wonderful science and noble art.

Agriculture, as a school subject, has been long in coming; but some notion as to how long it will stay with us may be gained when we reflect how long mankind will continue to draw its sustenance from the