

**THE TEACHING OF
AGRICULTURE IN
THE HIGH SCHOOL**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649365715

The teaching of agriculture in the High School by Garland Armor Bricker

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Cover @ 2017

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THE MACMILLAN COMPANY

NEW YORK · BOSTON · CHICAGO

DALLAS · SAN FRANCISCO

MACMILLAN & CO., LIMITED

LONDON · BOMBAY · CALCUTTA

MELBOURNE

THE MACMILLAN CO. OF CANADA, LTD.

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THE TEACHING OF AGRICULTURE IN THE HIGH SCHOOL

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WITH AN INTRODUCTION

BY

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New York

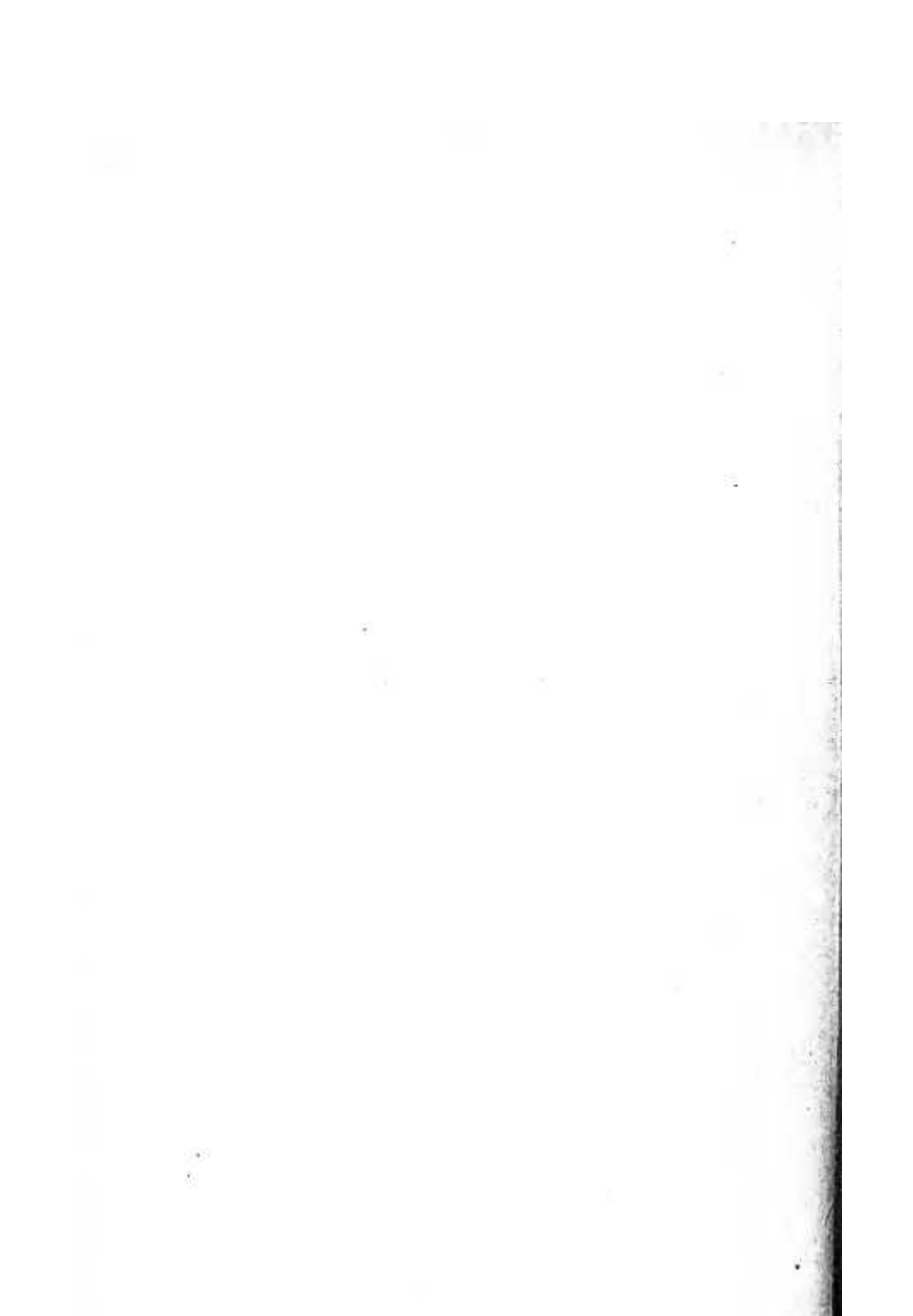
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1912

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TO
DR. CHARLES D. WATKINS
WHOSE FINANCIAL ENCOURAGEMENT
HAS BEEN INVALUABLE
TO THE AUTHOR
IN HIS EFFORTS TO SECURE A
UNIVERSITY TRAINING



PREFACE

THE rapid rise of agriculture as a subject of instruction in the secondary schools of the United States has brought with it many problems of an educational nature. The subject matter of general agriculture is very extensive, varying from the simplest nature study to the very difficult and complex original research studies along the frontiers of the science. There is little agreement among schoolmen and agriculturists as to what portions of this great subject should be taught in the secondary school, and to what degree of completeness such portions should be carried. This unsettled condition is nowhere better shown than in the material contained in the secondary textbooks of agriculture that have recently appeared, and the plans pursued by the several authors in the development of the subject. Another evidence of the present chaotic state of secondary agriculture is the fact that few colleges and universities in making up their entrance requirements have

yet been able to define what shall constitute a unit in this subject.

There must be a philosophy of secondary agricultural education. Conscious aims must be set up and their desirability established, and means and methods worked out that shall be effective in securing the realization of these aims. Clearer ideas are needed of the pedagogical principles involved, and the aims in view need to be more clearly defined. In this day of special methods for the teaching of the various school subjects, there should also be one for the teaching of agriculture. So far as our knowledge goes, there is not a book that treats of the methods of teaching this subject in the high school. A considerable amount has been written on the methods of teaching nature study in the elementary school, and the agricultural colleges have their own peculiar methods adaptable to the needs of the college student, but the field embracing school methods in secondary agriculture is still a virgin one.

The methods of teaching the subject that seem to be invading the high schools come from three distinct sources. The teachers who have taught nature study in the grades, and who are now entering the high school to teach

agriculture, are bringing with them and applying the methods which they formerly used with mere children. The agricultural college graduate brings with him an excellent knowledge of the subject, but his knowledge of methods of teaching it is meager, and what he has learned from his college experience in this regard is poorly adapted to the instruction of high school pupils. The high school science teacher too often views this subject unsympathetically, and when he undertakes its instruction insists upon applying methods which he is in the habit of using with pure science, whereas agriculture must be taught as both a science and an art.

So long as secondary agriculture remains unsatisfactorily defined, there will be no harmony of agreement with respect to what shall be taught; so long as no definite principles of procedure are enunciated and established, the subject will remain unsystematized; and until we fully recognize agriculture as both a science and an art, we shall go amiss in developing proper methods for its instruction. It is in these three respects that the problems discussed in this book chiefly lie.

The thanks of the author are due to Dr. W. C. Bagley, Director of the School of