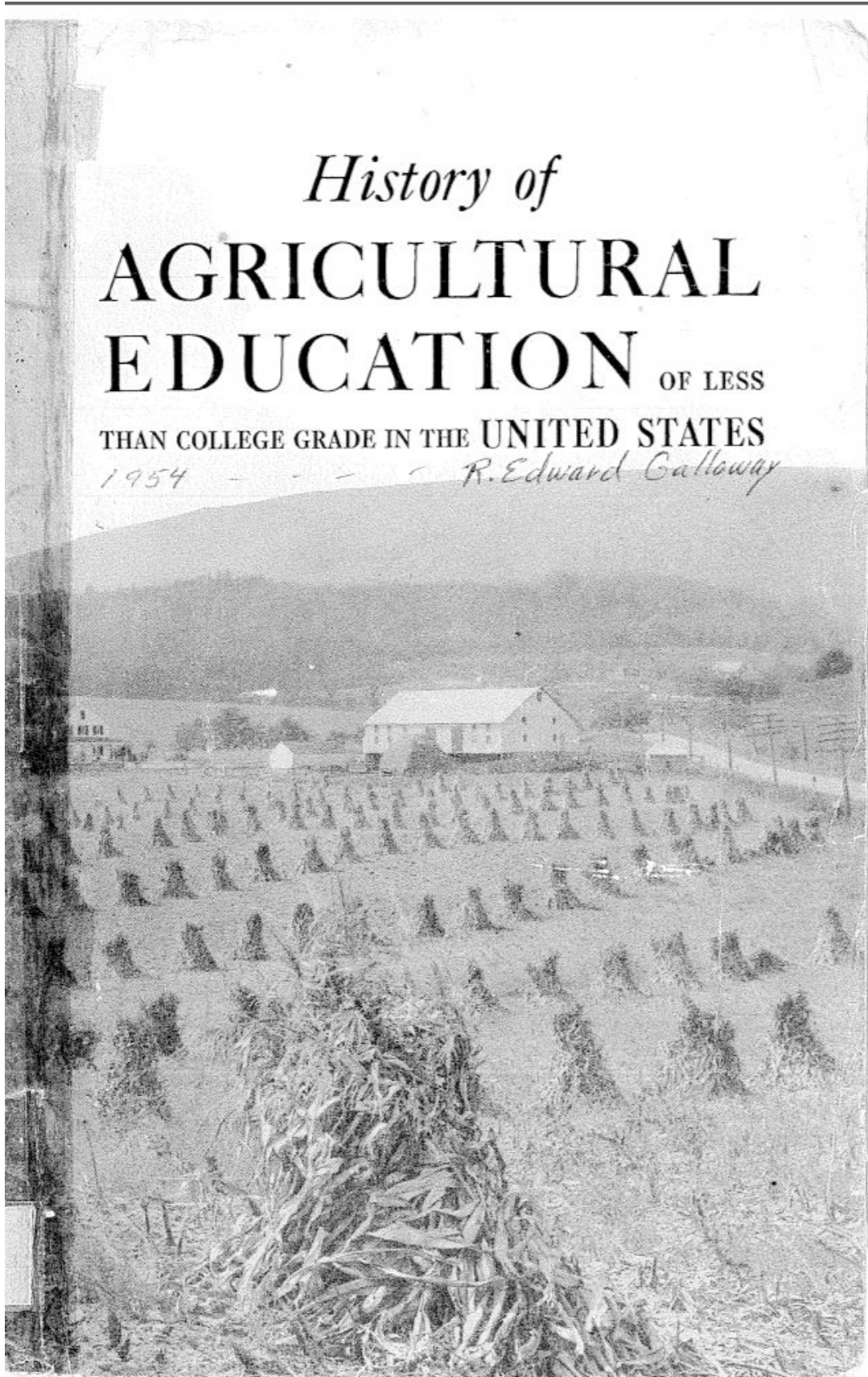


*History of*  
**AGRICULTURAL  
EDUCATION** OF LESS

THAN COLLEGE GRADE IN THE UNITED STATES

1954 - - - - R. Edward Galloway



# History of Agricultural Education of Less Than College Grade in the United States

A Cooperative Project of Workers in Vocational Education in Agriculture and in Related Fields

Compiled by

**RUFUS W. STIMSON**

*Research Collaborator in Agricultural Education*

AND

**FRANK W. LATHROP**

*Specialist in Agricultural Education Research*

Vocational Division Bulletin No. 217

Agricultural Series No. 55

Reprint, 1954

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
Office of Education

OVETA GULP Hobby, Secretary  
SAMUEL MILLER BROWNELL, Commissioner

UNITED STATES  
GOVERNMENT PRINTING OFFICE  
WASHINGTON: 1954

For sale by the Superintendent of Documents  
Washington 25, D. C. - - Price \$2

## AN APPRECIATION

ON MARCH 29, 193D, a letter was sent to principal State school officers and presidents of land-grant colleges and universities requesting ting their cooperation in com piling a h i story of agricultural education of less than college grade. In response to this request each State designated a group of persons whose function was to bring together the facts with regard to such education in its own State. Many of these persons, though interested at the start, became enthusiastic as they increasingly realized the value of a review of past experience as a guide in planning future vocational agriculture programs. Several of the States were so impressed that they have issued their complete histories of agricultural education as State publications. The main purpose of the project, of course, was to compile a history of agricultural education of less than college grade. However, the attitudes engendered among those appointed to collect the facts in each State proved important byproducts of the project. Those engaged in agricultural education are to be commended for the morale which made possible the publication of this history.

## FOREWORD

THIS PUBLICATION is a record of the experience of 48 States, Hawaii, and Puerto Rico with agricultural education of less than college grade. It is a condensation of approximately 5,500 typed pages from 170 contributors.

The contributors have participated in all the events which they portray. Some of them were active in vocational education in agriculture in the years immediately following 1917. Others have been associated with pioneers who have passed on. This historical project was undertaken at this time so that the testimony and the records of leaders and pioneers might be brought together while they are still available. Part III, Acknowledgments and References, includes a list of contributions and contributors.

Because this history is a cooperative project in which a large number of cooperators are writing about State programs that are quite varied and distinct, the style, organization, and content of these contributions will vary despite attempts of the compilers to attain some degree of uniformity. An effort has been made to bring out the distinctive features of each State program.

This history is not merely a matter of academic or personal interest. This pause to look back and review the lessons of experience may well have an important bearing on the future development of vocational education in agriculture.

After the retirement of Rufus W. Stimson as State supervisor of agricultural education in Massachusetts in 1938, a group of his friends urged that he write a history of vocational education in agriculture. He was subsequently appointed a member of the Agricultural Education Service, Vocational Division, United States Office of Education for a period of 6 months so that he might serve as research collaborator on this project. The plan of the study was extended to include the teaching of agriculture in elementary and secondary schools which preceded and has been concurrent with vocational agriculture.

During 1940, Mr. Stimson was enabled to continue the project by a grant from the General Education Board. The available funds were used for salary, clerical assistance, and other facilities. In the meantime, the Vocational Division provided further assistance which included the services of an associate research collaborator, F. W.

Lathrop, Specialist in Agricultural Education (Research). The project was carried out under the general supervision of J. A. Linke, Chief of the Agricultural Education Service and, later, W. T. Spanton, his successor, who were assisted by an advisory committee consisting of L. S. Hawkins, Chief, Trade and Industrial Education Service; L. H. Dennis: .Executive Secretary, American Vocational Association; and F. W. Lathrop. The Chief of the Agricultural Education Service and the regional agents of the service read the manuscript critically.

J. C. Wright,  
Assistant U. S. Commissioner  
for Vocational Education.

## 130 History of Agricultural Education

This plan was continued until 1873 and courses were offered in as many as eight different vocations.

The eighth annual report of the university covering the period 1874-76 lists the first resident "farmers' course," which was similar to those which have come to be designated as short courses in agriculture. Its purpose was "to meet the conditions of young farmers or others who feel they cannot give the time necessary for the completion of the full course, yet desire to better fit themselves to be successful practical farmers." (28)

The farmers' course continued until 1891 when a new junior course in agriculture was added, covering 2 years, and offering in each term an agricultural specialty. This 2-year course was supplemented in 1893 with a new free short course which began about the first of January and coincided with the winter term of the university. In 1894-95 the free short course became known as the "winter school in agriculture" and continued until 1898.

After this period the university continued to serve the student who was not able to take the regular college course through a special student plan and through the agricultural extension program.

## INDIANA<sup>13</sup>

### FIRST INSTRUCTION GIVEN TO INDIANS

The first agricultural teaching in Indiana was started as a result of the activities of Chief Little Turtle, the greatest war chief of the Miami Indian Nation. For many years Little Turtle was an enemy of the settlers in Indiana but later became a conciliator between Indians and white people and proved himself a useful citizen. He was frequently sent to Washington and was acquainted with many of the Presidents of his time.

Through his efforts the Secretary of War in 1804 sent a deputation from the Society of Friends in Maryland to a location near Andrews, Ind., for the purpose of instructing Indians in the arts of agriculture.

### AGRICULTURE IN RURAL SCHOOL AND CLUB WORK

The people of Indiana early recognized the importance of agricultural teaching but made little definite effort to establish such teaching until 1903. In that year 4-H corn-club work was started in Hendricks, Hamilton, and Laporte Counties. About the same time classes in agriculture were organized in rural schools. The first teaching of this kind was at Noblesville. School garden work was 13The Indiana history is based on references (30) and (31).

## 131 History of Agricultural Education

just beginning. The twenty-third biennial report of the department of public instruction gave a brief history of school garden work in Indiana. Part of this report consisted of a description by superintendent of schools, H. B. Wilson, of the school garden work at Franklin and Salem, Ind.

### THE FIRST AGRICULTURAL TEXT

The growth of agricultural teaching in the common schools, particularly in the rural schools, was retarded somewhat for lack of teaching material until 1909. During that year the textbook, "Agriculture in the Common Schools," was published and was widely used. The senior author of this book was Fassett Allen Cotton. From 1903 to 1909 he was State superintendent of public instruction in Indiana. He was especially concerned with teaching in rural schools. Before this book was written he issued a State course of study which was used in 58 counties. The coauthor of the book was Prof. Martin L. Fisher, professor of agronomy at Purdue University, 1911-20, and dean of men since 1920.

### THE COMMISSION OF INDUSTRIAL AND AGRICULTURAL EDUCATION

The first organized high-school class in agriculture was started at Westfield High School in Hamilton County. Between 1906, when this class was organized, and 1911, the teaching of agriculture in Indiana developed locally. In 1911 Gov. Thomas R. Marshall appointed a commission of industrial and agricultural education to report to the legislature in 1913. The commission was to determine the practical needs of education in all lines of industry and report a plan to the next legislature by which education could be brought to a large percentage of Indiana people who must earn their living by industrial pursuits. This commission held meetings at various places in Indiana and interviewed all classes of people. It found that the need for vocational education was only meagerly supplied in Indiana by general courses in manual training, domestic science, and agriculture. They reported to the General Assembly that the people of Indiana advocated strongly that definite wholehearted plans be made to forward vocational education in the public schools.

### THE INDIANA VOCATIONAL EDUCATION LAW

The report of this commission seems to have been the forerunner of the Indiana Vocational Education Act, which was approved by the General Assembly on February 22, 1913. This law provided for vocational education in trades and industries, agriculture, and domestic science, through evening, part-time, and all-day classes, in approved

## 132 History of Agricultural Education

vocational schools or in vocational departments in the high schools, and also for part-time and evening-school instruction for young men and adults. In connection with this legislation, C. A. Prosser was employed to act in an advisory capacity. Z. M. Smith was appointed State supervisor of agricultural education, a position which he holds at the present time. The law provided that either agriculture or industrial arts must be taught in the seventh and eighth grades of all common schools. The law also prescribed duties for county agricultural agents. One of their duties was to aid the county superintendent of schools and teachers in giving practical education in agriculture and domestic science. In fulfilling this duty county agents assisted in establishing departments of vocational agriculture in high schools, in determining agricultural curricula for these departments and for part-time and evening classes in agriculture, and in outlining courses of study for these three types of classes and for the seventh and eighth grades.

Section 8 of this law provides that--

the State superintendent, with the approval of the State board of education, is authorized to cooperate with Purdue University in the appointment of some person actively connected with the agricultural extension work at Purdue as an agent in supervising agricultural education, who shall serve in a dual capacity as an agent of the State superintendent and as assistant at Purdue University. (30)

In line with the provisions of this section, Mr. Smith has served not only as State supervisor of agricultural education but also as State 4-H Club leader in the agricultural extension department, Purdue University.

### Development of Teacher-training Program

In, 1912 S. S. Cromer was engaged as assistant to Prof. George L. Roberts, head of the education department at Purdue, and the following year was made professor of agricultural education.

The teacher training in agriculture has been carried on in the division of educational and applied psychology at Purdue. A staff of itinerant teacher trainers has been developed in the teacher-training section at the university. With one exception, these men are assigned sections of the State in which to work. Some of the itinerant teacher trainers devote a major portion of their time to the improvement of instruction in farm management and farm shop. The first, itinerant teacher trainers were added in 1924. One member of the teacher-training staff gives much of his time to research. The number of practice-teaching centers has increased until there are, now three.

The first Purdue University class majoring in agricultural education was graduated in 1914. The three members of this class were J. B. Smith, W. E. Skelly, and C. R. Martin. The 1915 class numbered 5 men. Since then, the average number has been 16, until 1939 when



## 133 History of Agricultural Education

the number increased to 34. In 1940 there were 51 graduates in agricultural education.

### Early Courses of Study in Agriculture

A course of study in agriculture for the seventh and eighth grades and a prevocational course in agriculture for the high schools was outlined by Mr. Smith with the assistance of six members of the staff of the college of agriculture.

In 1914 the first course of study in vocational agriculture was published. In 1917 a second course of study was published, entitled "Courses in Agriculture on the Home Project Basis." This publication was widely distributed throughout the United States. Gradually the teachers and the supervisory staff realized that courses of study must be worked out for each community and that the teachers themselves must have a hand in determining what was to be taught.

In 1928 a seminar under the direction of Mr. Cromer, R. W. Gregory, and W. A. Smith, developed the principle of teacher participation in course construction, and several teachers worked out their courses of study locally. A few years later all teachers were asked to formulate their own courses of study, to be approved by the State department of vocational education.

Six vocational agriculture departments were established in 1914. These were in Arcadia with C. O. Tuttle, teacher; in Fairmont Academy with John Little, teacher; in Indianapolis with E. C. Stair, teacher; in Pendleton with L. R. Romine, teacher; in Star City with F. A. Ogle, teacher; in Union Township, Johnson County, with Bert E. Topp, teacher; and in Westfield with W. E. Furnes, teacher. In 1915 the number of departments, increased from 7 to 15. In 1940 there were 381 departments in the State. The slow growth during the first few years was due largely to the lack of qualified teachers.

### Continued Development in the Teaching of Agriculture

A survey made in 1915 showed that during that year 6,368 teachers were engaged in teaching agriculture, in one-room schools in Indiana, 830 teachers in consolidated schools, and 400 teachers in high schools. A bulletin entitled "Some Results of Eight Years of Vocational Training in Indiana" was published by the department of public instruction in 1922. According to this bulletin:

Of the 711 boys in Indiana who have had 1 year or more of vocational training in agriculture in high school and who are at work, 76 percent are engaged in farming, the occupation for which they were trained.

A later study of the occupational status of former students of vocational agriculture in Indiana was made by Mr. Gregory.

### The Improvement of Farm Shop Instruction

In 1931 Prof. Louis M. Roehl, of Cornell University, offered a 2 weeks' summer short course in special methods of teaching farm shop at Montmorenci, Ind. Professor Roehl repeated this course for 4 succeeding summers, eventually reaching 150 teachers. In 1936 Prof. I. G. Morrison, a student of Professor Roehl, came to Indiana as itinerant teacher trainer and specialist in farm shop.

In 1940 an inquiry was made into the teaching of agriculture in 20 penal or eleemosynary institutions. Five institutions reported that they were offering instruction in agriculture.

### AGRICULTURAL EDUCATION OF LESS-THAN-COLLEGE GRADE AT PURDUE

#### Eight-Week Winter Course

Within 10 years after Purdue University established instruction in agriculture it became evident that many persons, who for various reasons could not take a regular 4-year course, were interested in special intensive short courses.

The first winter short courses were offered in the school year, 1887-88. The length of term was 8 weeks. The interest in these courses has justified their continuance from year to year.

The 8-week winter courses are given in the fields of general agriculture, animal husbandry, dairy production, and dairy manufactures. The general agriculture course includes nine subjects, as follows: Soil management, field crops, farm machinery, farm organization and records, rural leadership, marketing farm products, orchard and garden crops, farm poultry flock, and insects and parasites. The animal husbandry and dairy production courses each offer nine subjects. The dairy manufacturers course offers seven subjects.

A large number of Purdue short-course graduates return for additional work. Several have taken two or three of the four courses. These young men have found that 8 weeks' intensive training each year, during a period of from 2 to 4 years, provides excellent preparation for practical farming.

Over a period of 62 years during which these winter short courses have been administered, scores of young men have benefitted from them and have become successful farmers and community leaders.

From 1926 to 1930, 8-week courses were offered in the autumn. These were called autumn 8-week courses and were the same as the winter 8-week courses. They were discontinued when it became apparent that one 8-week term annually was sufficient to meet the demand for instruction.

## 627 Growth and Trends in Vocational Agriculture

(modified to include only the below information)

### INDIANA

30. Smith, Z. M. Purdue University in relation to agricultural education of less than college grade. An unpublished manuscript, 11 pages, pre-prepared by authority of President Edward C. Elliott. Copy in State library, Indianapolis, Ind.; library of Purdue University, Lafayette, Ind.; and City library, West Lafayette, Ind.

31. Wood, L. A., and Boston, Paul F. A study for a history of agricultural education in the United States. Indiana report. An unpublished manuscript, 191 pages, prepared by authority of Floyd I. McMurray, State superintendent of public instruction. Copy in Indiana State library, Indianapolis, Ind., and in Purdue University library, Lafayette, Ind.