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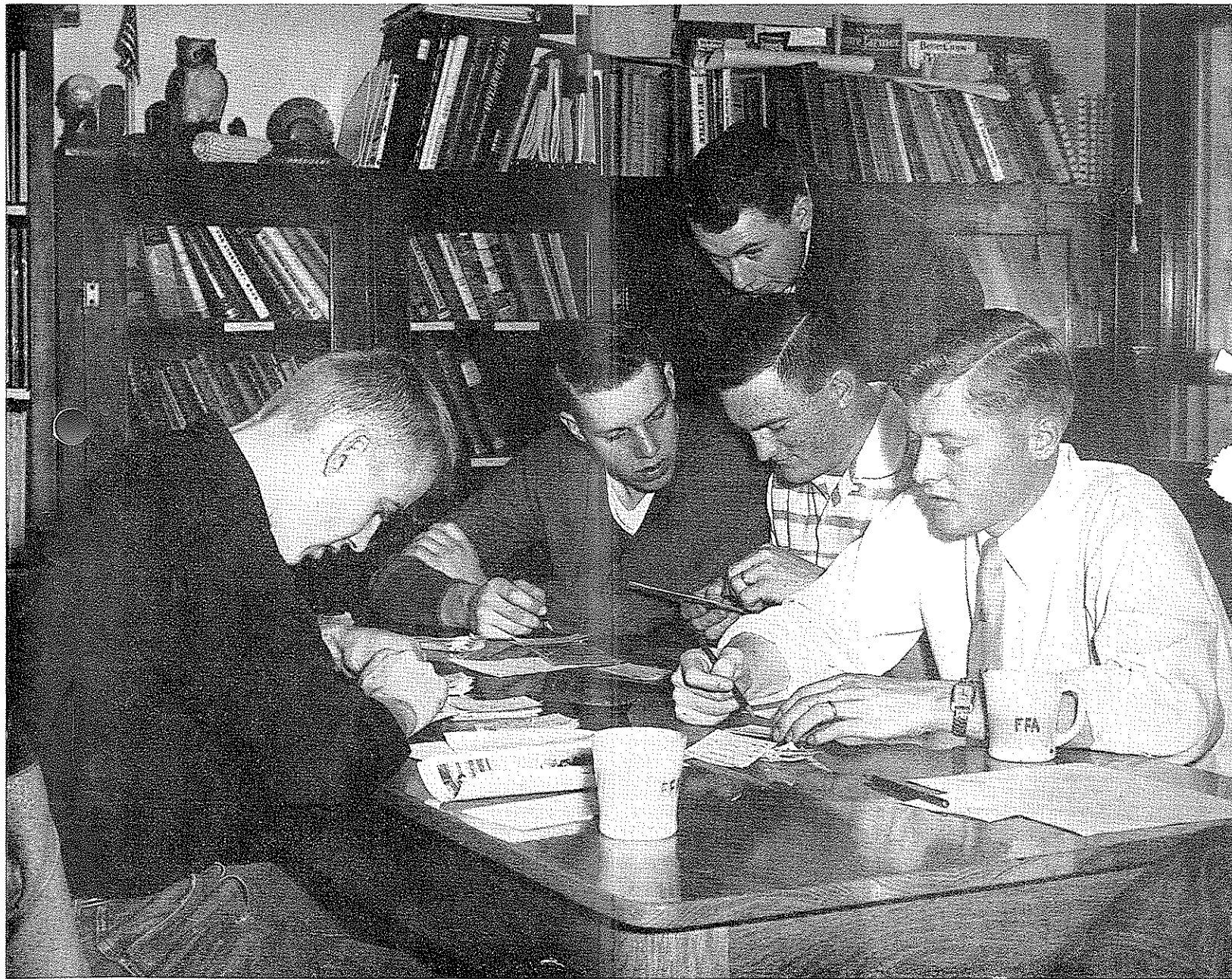
AGRICULTURAL EDUCATION

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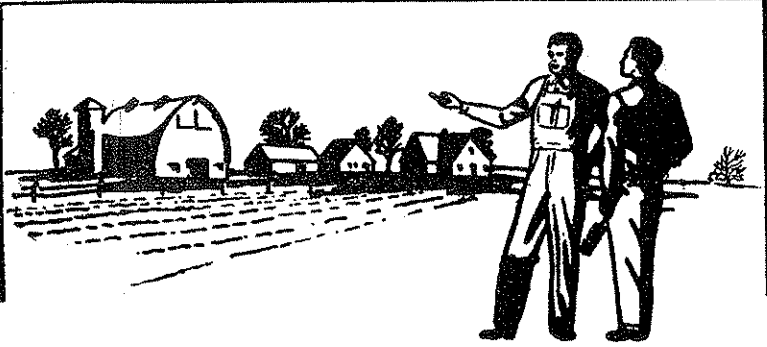
NUMBER 2



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Featuring— Citizen Participation
And Public Relations

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE  DANVILLE, ILLINOIS

Contents

Editorials

Public Relations	Arthur B. Ward.....	27
From the Editor's Desk.....		27
Advisory Committees Should Evaluate.....	Leo L. Knuti.....	28
Radio in the Vo-Ag Public Relations Program.....	Charles F. Oliver.....	29
Ever Try an Open House?.....	Nathan Knight.....	30
The Need for a Program of Public Relations.....	H. M. Hamlin.....	31
Citizen Education Promotes Community Interest in Vocational Agriculture.....	Benton K. Bristol.....	32
Does Your Chapter Sponsor a Banquet?.....	Clovis Van Deaver.....	33
Re-shaping of a State Vocational Agriculture Program.....	Gordon M. Harrington and Walter Jacoby.....	35
Influence of High School Vocational Agriculture on the Extent of Establishment of Graduates in Farming.....	Earl M. Henderson.....	39
Agricultural Education—Preparation for Change.....	A. B. Cordes.....	40
Instruction in Agriculture in Non-Land-Grant Colleges in the United States.....	W. F. Brazziel, Jr.....	42
Occupational Survey of Former Students.....	G. F. Ekstrom.....	44
Inform People about Your Summer Program.....	H. Palmer Hopkins.....	45
News and Views of the Profession.....		46
Cover Picture.....		46
Book Reviews.....		47
Stories in Pictures.....		48

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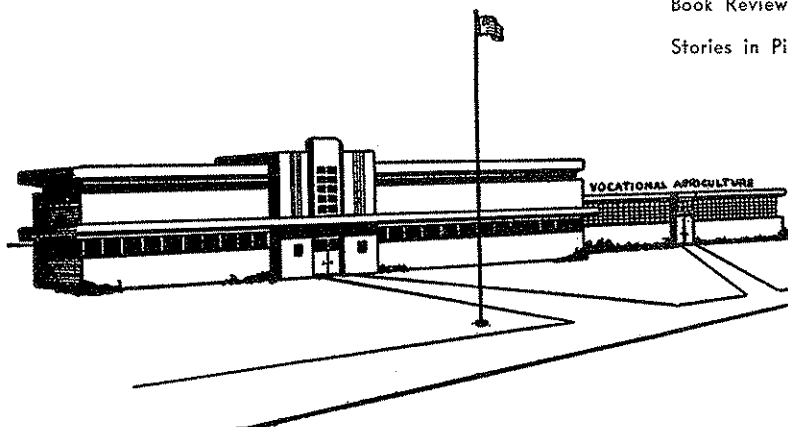
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Editorials

Public Relations

ARTHUR B. WARD, Teacher Trainer,
University of Nebraska.

Public relations is a comparatively recent concept and like many new ideas is frequently misused and misunderstood. We are living in an age of gimmicks and miracle drugs. Too many people expect to apply some magic potion or work some miracle that will accomplish a desired result with a minimum expenditure of effort and time.

Good public relations is a highly desirable state of affairs, something that each one of us is desirous of accomplishing. Dale Carnegie was working with and outlining a form of public relations when he wrote his book "How to Win Friends and Influence People." Today large corporations are spending millions of dollars to accomplish the same thing. Staff members are being added to universities, and a great deal of time and effort is being expended by many of our public schools, and even our churches, in an effort to get certain things (ideas) across to the people who, in one way or another, are in position to exercise power or influence that can spell prosperity or doom for a particular group or institution.

What are these corporations and institutions trying to do? They are trying to provide information of a type, or in a way, that will make it possible for those, at whom the propaganda is aimed, to understand and appreciate certain things that are being done. They are building pathways to public favor. As our economy expands and becomes more complex, interests become more specialized and diverse, and the problem becomes increasingly acute and difficult to resolve.

Public relations has been defined in many different ways. Some think of it as putting on an act; some think of it as simply publicity. To others it means the engineering of consent—deciding what should be done and then selling others on the idea. An executive of General Motors says it is knowing how to get along with others; "letting people know who you are what you are, what you believe, and what you stand for. Good public relations means living right and getting credit for it."

Basically, good relations with the public depend upon understanding and appreciation, and can be brought about only through effective communications which, in turn, depend upon a background of common experiences and common values. Common experiences and values develop as a result of having worked together toward clearly defined goals in the solution of problems. We must be able to talk the same language and be able to see ourselves in the other fellow's shoes.

Why should we in education try to "sell" anything to the public? They are a part of what we are doing. The things we do touch their lives and minds every day. Without them we haven't any reason for being, so why don't we utilize every means and opportunity that will make it possible for them to become personally involved in what we are doing? This takes a bit of doing and it may require considerable time. But we say we believe in democracy; we try to bring democracy to young folks. If we really mean it, then

(Continued on page 38)

From the Editor's Desk . . .

The Connecticut story —

This issue brings you the first part of a two-part presentation of the re-shaping of the program of vocational education in agriculture in Connecticut. Perhaps the most important lesson to be learned from this discussion is the fact that, even in a highly industrialized state, there is a place for a program of vocational education in agriculture. The story of this development, and the description of the program which was adopted, should be of interest to all workers in agricultural education. It may be that vocational education in agriculture is *not* nearing the end of a short, albeit useful, life.

A changing emphasis in public relations . . .

A great deal has been said recently about the "minority" group status of farmers. The full realization of this minority group status should speed the broadening of our public relations efforts to include the entire public. *All* people must be educated concerning their stake in a healthy agriculture and the role of agricultural education in achieving a healthy agriculture.

It is to be hoped that the present surge of public participation in school affairs will develop to the point where it will rival the participation of our forefathers in public affairs at the famous town meetings. We, as educators, should welcome and promote this participation. Our programs will be strengthened by it. Good public relations is synonymous with active public participation in making decisions about public education.

Three directions for increased efforts . . .

There appear to be three main points to emphasize in improving our public relations efforts: increased understanding, improved attitudes, and increased publicity.

The discussion of a changing emphasis in public relations was based largely on the point of increased understanding. Understanding will come about only through active involvement in the affairs of the schools.

Improved attitudes can best be accomplished through the conduct of good programs of agricultural education for our communities. The quality of the program will be the final determinant of the attitudes of the public toward that program.

Increased publicity is necessary for the success of our public relations program. Some of the people will learn about the program through active participation in the formation of policies; others will learn through being served by the program. However, *all* of the people need to be kept informed, and this means making effective use of the many means of mass communications available to us. Much of the success of our efforts to increase understanding and to improve attitudes depends on good publicity.

Learn from the FFA . . .

In each of the three respects above, the FFA is our best example of what could be done. We need to study the techniques and procedures being used by the FFA and adapt them for use with the other phases of our programs.

Some practical suggestions for your advisory committee - - -

Advisory committees should evaluate

LEO L. KNUTI, Teacher Trainer, Montana State College.

AN advisory committee is one of the most logical groups to participate in evaluation studies. As representative people of the community, they are the best informed on the needs of those concerned with the local program of agricultural education. They represent such diverse groups as: (1) parents, (2) high school youth, (3) young farmer and adult farmers, (4) livestock and crop producers, (5) local businessmen, (6) educators, and (7) professional people.

The term advisory implies giving suggestions as to future action. The term evaluation is synonymous with advisory. Almost every legitimate action of an advisory committee is of an evaluation nature.

We are prone to think of evaluation as a final examination experience rather than an everyday experience. The most effective use of evaluation is: (1) at the beginning, and (2) during an educational experience rather than at the end.

Advisory Committee Activities Involve Evaluation

I am making a plea that the use of evaluation in program planning and execution become more than a periodic over-all evaluation. Teachers and their advisory committees are actually using evaluation as an everyday process but do not label it as such and may not follow accepted evaluation techniques.

A short time ago I received a copy of a letter from a teacher to members of his advisory committee. In it he listed the following problems which he wanted to discuss at the next meeting:

1. What topics would be of interest to our adult class during the winter months?
2. Should we again sponsor a unit on tractor maintenance and repair for high school classes?
3. My senior class is just finishing a unit on farm management—can we get some advisory class members to sit in on the class committee reports?

Needless to say, an excellent meeting was held and the teachers received several suggestions and offers of assistance. Some excellent follow-

up sessions were held with his advisory committee members sitting in on the high school class farm management unit. What the teacher and committee members need to recognize is that their activities are essentially evaluation studies.

Evaluation Procedures or Techniques

The teacher and the advisory committee members should be conscious of the scientific or logical steps in evaluation or appraisal of any given situation, problem or program. These steps follow the experimental approach to problem solving. A slightly different language might be used such as the following:

1. *Objectives*—The problem area may be FFA, agricultural science, farm mechanics, farming programs, young farmer and adult programs. However, the real problem has to do with *the objectives* for these areas of learning or programs. Teachers and advisory committee members should develop the habit of raising the question of *objectives* involved in each problem and particularly the objectives for student learning. My observation has been that the question of objectives is seldom raised although they may be implied or subconsciously considered. However, no evaluation can get off the ground without a first consideration of its objectives.

2. *Evidences*—Logically following the consideration of objectives is the consideration of evidences of possible accomplishment. Here the teacher will present his ways and means of accomplishment and some actual evidences of learning as exhibited in student abilities, attitudes, interests, and applications of learning. The teacher and the advisory group may need to settle for ways and means which are the tools of learning such as: (1) an FFA program of work, (2) student farming programs, (3) courses of study, etc. A shop project may represent both a ways and means as well as evidence of acquired learning.

3. *Test*—Some kind of testing, measurement, appraisal, or judgment needs to be employed to measure the evidences presented in terms of the

objectives. Most folks are familiar with pencil and paper tests. However, with an advisory group, the group itself is the major *testing instrument*. They represent a panel or jury. They are a highly valid type of evaluation instrument. The advisory group frequently interviews the teacher. This is an evaluation process. The teacher presents materials of his work as well as reports and judgments on his activities.

4. *Findings*—The final purpose of any evaluation study is to make recommendations or judgments concerning the merits of a particular program. With an advisory committee, other values emerge such as better understandings, appreciations, interest in a program, and better judgments with regard to possible action to be taken.

Advisory Committee Meetings

The major work of an advisory committee is accomplished in its schedule of meetings. The number of meetings may range from 3 to 12 per year. If a committee is to really make a contribution to a program, it would appear that six would be a minimum number of meetings. The reason the number of meetings is mentioned here is that if the committee is to devote attention to such subjects as (1) program planning and review, (2) discussion of current problems, and (3) a final evaluation study, six or more meetings would need to be held.

Meetings of advisory committees usually last about two hours. This is a limited time in which to discuss a subject. In two hours, a single subject might be discussed with three or four sub-topics.

Program Planning

Actually, an advisory committee's major function is that of assisting in program planning. We are prone to think of program planning as one major project rather than a continuous process. The items of business usually presented at advisory committee meetings is of a program planning nature. Developing a program of work is a logical committee function, but so is the matter of discussing program items at various sessions. This entire process involves evaluation and the use of evaluation techniques or processes.

Program Evaluation

One of the major functions suggested for advisory committees is pro-

There is always a place for - - -

Radio in the Vo-Ag public relations program

CHARLES F. OLIVER, Teacher Education, University of Massachusetts.



Charles F. Oliver

THERE is scarcely a farm home or barn in this day and age that does not have a radio of some sort and this media of reaching the public offers the vocational agricultural instructor a powerful ally in interpreting the program of the department to those most vitally interested.

A review of the types of radio programs indicates that there are five types of programs that lend themselves particularly to the use of the agricultural instructor. These five types of programs will be discussed briefly and some suggestions will be made for their use.

Current Agricultural Information

This type of program is particularly valuable in patronage areas of the school and radio station which are not already serviced by some other agency. Timeliness and sound, authoritative information should be the keynote of this type of program. Problems discussed should be of vital importance to the farmer at the moment, which will tend to motivate him to carry out the recommendations that are made. The facts presented must come from a reliable authority, so that the farmer will recognize the soundness of the proposals and will stand a better chance of success if they are followed. Typical programs might be centered around the following topics:

- a. Weather as it affects local crops and livestock.
- b. Comparison of breeds of livestock.
- c. New and outstanding varieties of crops.
- d. Spray programs for the control of insects and diseases.
- e. Fertilizing programs to produce the maximum yields and highest quality.
- f. Crop reports, including antici-

pated acreages, plantings, and yields.

g. Market news, such as amounts in the markets, prices, outlook. Many other topics of local interest will occur to the alert, energetic teacher of vocational agriculture.

Interviews

By judicious selection of persons to be interviewed, the authoritativeness which is so essential in type 1 program may be greatly enhanced. Those asked to participate might include: representatives of the State Agricultural College Staff; State Experiment Station Staff; extension specialists; service personnel of grain, fertilizer, seed, and farm machinery companies; local bankers; representatives of local organizations such as Farm Bureau, Grange, Service Clubs, Cooperatives.

Besides the topics listed under the preceding type of program, the following lend themselves very readily to interviewing:

- a. Winners of local, district, state, regional, and national FFA Contests.
- b. Boys having outstanding supervised farming programs.
- c. Former Vo-Ag boys who have become successfully established in farming.
- d. Local FFA Chapter president on the program of work for the chapter.
- e. The chairman of the advisory committee on the work of that committee.

This type of program has to be particularly well prepared and rehearsed, not only as to the matter of timing, but so that the main points are clearly established. Using a summary near the end of the program is a sure way of putting a clincher on the essential items.

Round Table Discussion

Although this type of program is one of the most difficult to organize and conduct, it is one of the most useful in placing the program of vocational agriculture before the public. A skillful moderator and a carefully pre-

pared script will go a long way in drawing everyone into the discussion and highlighting the salient points of the program.

Four groups which may be used to advantage in this type of program are the officers and members of the local FFA Chapter, the members of the citizens advisory committee of the vocational agriculture department, a group of former students who have become established in agriculture, and the local school board or committee. Using any one or a combination of the above-named groups, programs might be built around the following topics:

- a. Objectives of vocational education in agriculture, both from the standpoint of the individual boy and for the community as a whole.
- b. Accomplishments of the boys in the department for the current year and those who have been out of the department for several years.
- c. A review of the activities of the local FFA Chapter for the current year based on the nine points of the program of work.
- d. Needs of the department, such as: classroom space and equipment, shop space and equipment, opportunities for field trips, financial backing for cooperative enterprises, additional staff members.
- e. Recruitment of members for all-day, young farmer and adult farmer classes so that all who might profit from the instruction will be aware of the opportunities the department has to offer.
- f. Services that the department is prepared to render to the community such as soil testing, milk testing, seed testing, canning facilities, feed grinding, disease and insect identification.

Pupil Programs

This type of program has high audience appeal in a local area since each participant in the program is likely to have a host of relatives, neighbors, and friends who are intensely interested because "their boy" is taking part. English teachers also are enthusiastic since it gives them another opportunity to capitalize on a live interest in helping the boy to master the correct techniques of handling the English language in a realistic situation. Care should be taken by the instructor to involve as

(Continued on page 33)

Ever try an "open house"?

It might prove worth while

NATHAN KNIGHT, Vo-Ag Instructor,
Keene, New Hampshire



Nathan Knight

CITY man to farmer: "When do you go to work each morning?" Farmer: "Don't go to work; when I get out of bed I'm just surrounded by it."

The above remark by the farmer might have been as apt a reply if made by the agricultural teacher regarding his work with public relations—actually he is "surrounded" by it. Each day he performs hundreds of tasks which are all either directly or indirectly bits of public relations work.

One of the larger bits of public relations which has been advantageous to the writer is the "open house" held recently by the instructor and students. This was to give the students an opportunity to show their parents and the public what was being done in the vocational agriculture course now that they were established in their new facilities.

The program for the day was planned and carried out by the students themselves, and the fact that they planned this to come during a school vacation certainly speaks well of the interest maintained by the group. Certain students were responsible for any and all radio work in connection with this and FFA week, others for the news releases and still others for sending cards to their parents and the

interested public. Another group of boys planned for and made arrangements for having animals in the program for open house. These were to represent

the various animal projects being conducted by the members of the classes in Vo-Ag. All students were selected on a volunteer basis to demonstrate various parts of the shop and classroom reference work as a part of the "open house" program. A rotation plan for demonstrations was set up in order that no student need spend all day at one demonstration.

Newspapers were glad to cooperate by sending photographers on the big day and the local radio station did a "walk-through" recording which was included as a part of the station's weekly news summary program. Several students had the opportunity to plug the event on live radio programs during the week.

Parents, school administrators, members of the Vo-Ag advisory council and many others of the interested public had the chance to see the facilities and observe the boys actually doing work in these facilities. A register of guests was kept to complete information for the files. The fact that the public came and saw these activities was an important item in itself,



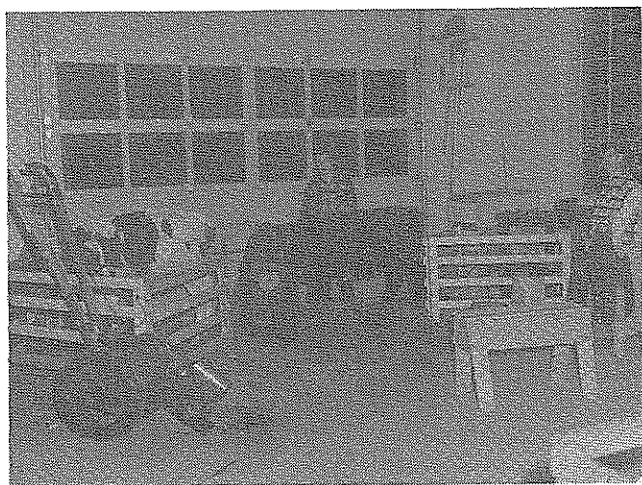
The beginning—plans for setting up the new facilities prior to the open house. Keene, N. H.

as the Vo-Ag department is but four years old.

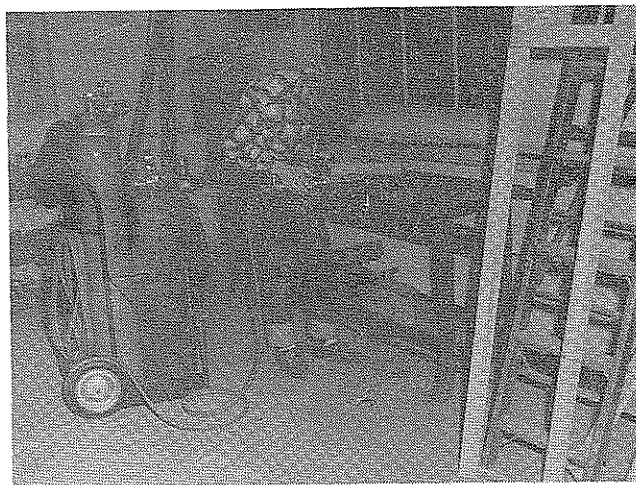
Many may feel such an activity as this is but one more added item in the life of the agriculture teacher, but if your product (the students themselves) can sell itself it certainly is worth the time and effort involved. In fact, many may well feel this method of "advertising" is easier than for the teacher to do it, since there are several very interested persons sharing the work. Also, the development of leadership, cooperation and responsibility on the part of the student cannot be overlooked.

In an area where vocational agriculture is new, as it is here, it is not surprising that few of the general public even realize that the course is being offered in the local high school. Certainly it is the job of the Vo-Ag teacher to educate, inform and keep informed the public as well as the school personnel as to the objectives of the course, its operations and its progress. Without question, Vo-Ag is better understood in this area today because at least a part of the public observed the department's facilities,

(Continued on page 31)



Morning of the Keene open house with lively exhibits for visitors to see.



A vocational agriculture student giving a demonstration for visitors to the Keene open house.

The need for a program of public relations

H. M. HAMLIN, Teacher Education, University of Illinois.

I What Do We Mean by "Public Relations"?



H. M. Hamlin

THE "public" with whom we in "public" education have "relations" includes *all* of the people of a school district, a state, or the nation. Agricultural education has public relations at all three levels.

The beginning of wisdom in public education is recognition that control over it is completely in the hands of the public. The public may delegate its responsibilities, but delegated responsibilities can be recalled.

The best public relations program school people can conduct is one which encourages citizens to accept their responsibilities for the schools and to make their decisions about the schools thoughtfully, and which gives them the professional assistance they need in making these decisions.

The public relations of agricultural education are a part of the public relations of the public schools, not something apart.

II How Badly Do We Need Better Public Relations?

We cannot depend as much as we once did upon good relations with farm people, though these are still critically important. Farmers are now a small and dwindling part of the population of the nation, the state, and many communities. They can frequently be outvoted, and we may expect that they will be outvoted with increasing frequency.

We may well consider the implications for agricultural education of some of the ideas about schools and

education which are receiving serious consideration by important parts of the general population:

1. Fifty per cent of the graduates of the high schools of the United States are going to college; college preparation has been neglected; the vocational subjects do not contribute to college preparation.
2. The products of our schools are not well trained in fundamentals; their general education has been slighted, in part because of over-emphasis on vocational education.
3. Vocational education is best provided after high school.
4. The costs of public education have become unbearable and must be reduced. We cannot put public money into adult education in any form as long as we are desperately short of funds for grades 1 to 12.
5. Farmers have been pampered too much; we should quit giving them special favors.
6. There is over-production of agricultural products now; we may expect that increases in agricultural production will continue to outrun increases in population. Why should we educate for further increases in production?

All of these ideas need examination, but they are ideas upon which the public may act.

III Public Relations Must Involve the Public

In the face of the disquieting implications for agricultural education of these and other ideas, we may be sure that agricultural education is as important to the public as it ever was and that it will not decrease in public importance.

However, the kind of agricultural education we now have may not be the kind most useful to the public. We should be happy to have representatives of the public evaluate our program and revise in the public in-

terest the policies under which we work. We should be glad to do the kind of job that the public, after due deliberation and adequate consultation with us in the profession, decides that it wants done, rather than the kind that suits our convenience.

We should begin to serve with appropriate agricultural education a much larger part of the public.

We should take our part in intelligently planned, school-wide programs of public relations, which recognize the rights and responsibilities of citizens toward the schools; which are forthright and truthful; which are not designed merely to build up the professional employees of the schools; and which are not purely defensive.

We must help the public to get answers to questions it would like to have answered:

1. What happens to our former students?
2. Is farming actually improving as a result of our efforts?
3. Does our work contribute to the general development of the youth and adults with whom we work, or is it a distraction from sound education?

IV

Teamwork Must Replace Free Lancing

We have no reason to become jittery. Our public relations are good, but they are not as good as they will need to be.

The day of the free-lancing teacher of agriculture, who sells himself and who trades on his personal popularity with farmers, is about over. I have mixed feelings about this. The old system produced many "characters" whom I have loved and respected. But the teacher of agriculture of the future will have to be a teamworker in a school staff, conscious of his relations and of the relations of his school system with the total public. He may confidently expect that the entire school staff, working together in public relations, will do far more for his own public relations than he can possibly do for himself. □

Deadline Dates

September 15—Certifications due in National Office for all teams to be entered in National Judging Contests (Dairy Cattle, Dairy Products, Poultry and Eggs, Livestock, Meats).

Ever Try - - -

(Continued from page 30)

saw samples of the supervised farming programs, saw students in action and learned about Vo-Ag first hand. □

Citizen education promotes community interest in Vocational Agriculture

BENTON K. BRISTOL, Teacher Education, The Pennsylvania State University.



Benton K. Bristol

CITIZENS who are properly informed of the vocational agriculture program are more likely to be interested in helping to assure its success than those who are not. Certain basic concepts need to be brought to their attention for them to appreciate fully the many values accompanying this educational effort. It is not enough that a *single* aspect of the program be thoroughly understood, important as it may be. Rather, the educational emphasis should be on the *complete* program of vocational agriculture.

A Complete Program

A complete program of vocational agriculture will include: (1) Formal and informal instruction of three groups: in-school farm youth preparing to farm (or enter occupations closely related to farming); out-of-school young men becoming established in farming; and adult farmers fully established as farm operators. At times it may be desirable to combine the last two groups mentioned into one and designate it as young-adult. (2) Provision for major phases of instruction as integral parts of the vocational agriculture program: classroom activities; farming programs of the students; farm mechanics activities; Future Farmers of America activities; Young Farmer activities; and Adult Farmer activities (where Young Farmer and Adult Farmer activities have not been combined).

Be Thorough

It is important that each of the major phases of instruction be carefully explained in a comprehensive way for the benefit of community citizens (both farm and non-farm). For example, classroom activities are not concerned *only* with in-school farm youth (as too many citizens believe) but with out-of-school young men engaged in farming and adult farmers fully established as farm

operators, *also*. The jobs and problems considered in the classroom are based upon the farming programs of these students and related problems thus developing a sound, well-rounded program of vocational education in agriculture based on individual interest, needs, and capabilities.

Most professional workers in the field of vocational agriculture are so familiar, themselves, with the basic information already mentioned (and other concepts which it might be appropriate to list as part of a complete program) that they have a tendency to assume other citizens also have this knowledge. Such an assumption is not valid and may result in failure to keep citizens properly informed of the complete program.

FFA Sponsored Program Tells the Story

A unique way of acquainting all leaders of farm and related non-farm organizations in an entire area with some of the instruction provided high school farm youth of two Pennsylvania counties was initiated this year by the Wayne-Pike Association of the Future Farmers of America. All organizational leaders were invited to: "The First Annual Wayne-Pike Association FFA Night at the Methodist Church Parlors, Honesdale, Pennsylvania, Monday, 8 P.M., April 8, 1957."

Some idea of the evening's program is provided by information furnished by an attractive folder given all who attended the meeting:

Program

Theme—"THIS IS OUR FFA"
 Opening Ceremonies—Membership
 "This I Believe"—Robert Masden, Greene-Dreher-Sterling Chapter
 "This Is Our Motto"—Harry Franc, Lake Ariel Chapter
 "This Is Our Organization"—Joseph Rechner, Honesdale Chapter
 Introduction of Guests—David Bayley
 CHAPTER TALENT
 Vocal Trio—Ed Wargo, Tom Siepiela, and Ray Quiapo, Lake Ariel Chapter
 Vocal Solo—Wm. Kinsinger, Honesdale Chapter
 "The Melody Mt. Boys"—C. Meyer

and V. Whitmore, Delaware Valley Chapter
 Skit—N. Curtis, G. Wildenstein, and R. Bonham, Pleasant Mount Chapter

Trumpet Solo—John Green; Accordion Accompanist, Rodney Deschak
 GUEST TALENT—Professor Oliver Helmrich

ADDRESS—Victor Cappucci, Jr., National Vice President FFA
 Closing Ceremonies—Membership

Important educational information was included on an insert given to individuals with the folder:

Welcome to this the first annual FFA Night. Your presence this evening is testimony of your interest in this great organization of farm youth studying Vocational Agriculture. We need our best farm youth to carry on the traditions of a democratic government and maintain a healthy national economy, for, as you know, the business of farming is the cornerstone of our economic existence and the farm youth are the saplings of our future leadership.

Our farm youth is a priceless heritage and our FFA Organization helps to maintain it. Its members have a record that has been recognized for its leadership and citizenship by State and National leaders. Only recently, Mr. J. Edgar Hoover of the Federal Bureau of Investigation said, "There is less juvenile delinquency among youth having FFA and 4-H training than any other group."

As adults, we can work with our youth on the farm level, school level, and community level with counseling and assistance in their supervised farming programs and maintain an interest in all their endeavors for a better community. Attached is a summary of the 1956 Supervised Farming Program for the Wayne-Pike Area. You will note that this report shows that boys studying Vocational Agriculture become experienced in many different enterprises which make up their total farming programs in preparation for their future in farming. We hope that this evening's program has better acquainted you with the work of our Future Farmers of America—studying Vocational Agriculture to better prepare themselves to take their places among the citizenry of our Communities, State, and Nation.

(Continued on page 33)

Radio in . . .

(Continued from page 29)

many in the broadcasts as is feasible so as to give each boy the benefits of the experience and to avoid the feeling that only the "chosen few" ever take part.

The following are but a few of the many programs which might be put on by the pupils. Local circumstances might dictate many others:

- a. Various ceremonies of the FFA.
- b. Speech of the winner of the local speaking contest, especially if he goes on and is a winner in one of the District, State, or Regional Contests.
- c. Reports of delegates to State or National FFA Conventions.
- d. Reports of exchange students, either a local boy who has gone to a foreign country or a foreign boy who is attending the local school.
- e. Dramatic skit, highlighting some incident or character important to agriculture.
- f. Music by the National FFA Band and Chorus (transcriptions are available).
- g. Debates on current agricultural legislation, both State and Federal.
- h. Accomplishments of winners of high State and National FFA awards.

Public Service Announcements

Most radio stations are eager to cooperate with vocational agriculture departments in making short (20 seconds) announcements concerning activities of the department. These announcements should be about 40 words in length. The following list of activities might be broadcast in such a manner:

- a. Opening and closing of school.
- b. Meetings of the local FFA Chapter.
- c. Participation of class members in FFA contests.
- d. Winnings of the boys at fairs, judging contests, speaking contests, and other competitive activities.
- e. Election of local boys to high degrees or offices in the FFA.
- f. Attendance of local delegates to State and National FFA Conventions.
- g. Total earnings for the year of class members in their supervised farming programs.
- h. Meetings of the advisory committee.

Does your chapter sponsor a banquet?

CLOVIS VAN DEAVER, Vo-Ag Instructor, Orleans, Nebraska.



Clovis Van Deaver

FFA banquets are very important and worth-while activities that should not be passed up by the vocational agriculture instructor for a number of reasons. Yet, there are many teachers who feel banquets require too much time and are not worth the effort put forth.

It is the purpose of this article to point up some of the reasons why a Parent and Son banquet can be very helpful to you in your vocational agriculture department. Of course, how much you reap in benefits will depend on a number of things that have to be considered well in advance. FFA banquets all require financing and the expense can be very extensive or held to a bare minimum. However, the problem of finance is different in every school; I will not discuss it here except to say that what you spend is not as important as whether or not you are getting full value from what you do spend.

There are a number of good reasons why all FFA chapters should sponsor a banquet, but to me the three most important ones are Leadership Training, Public Relations, and Recognition of Achievement.

Leadership Training

Since our main purpose for an FFA organization is the leadership training

- i. Field trips of the class.
- j. Outstanding accomplishments of former members of the department.

The preceding types of radio programs are only suggestive. No one department would perhaps want to use one type exclusively but would prefer to alter the type of program used to fit the local situation and circumstances. Regardless of the type of program, a regular spot on the radio station schedule which is favorable to the listening habits of those people you are trying to reach will help to build an audience for your program. □

It offers the boys who participate in its activities, planning and conducting the banquet is one of the very good activities in which all the boys can gain leadership experience. Planning for the banquet should begin with the new FFA year. It is not necessary that the planning be done in detail, but the boys can be thinking of ways of raising the money necessary to provide them with the type of banquet they desire. There will be awards earned throughout the year that can be awarded at a banquet the following spring. There are many phases to the planning of a good banquet program. These can be easily taken care of by assigning them to class committees.

The freshmen can take charge of the menu, sophomores handle decorations and juniors sponsor the program of the evening and select people to appear on the program. The seniors, having gone through all the various phases in the past years, should be in charge of inviting special guests and getting out the invitations. It would be well for the chairman of this committee to be responsible for introduction of the guests. This type of organization will give all chapter members a chance to participate and gain much in leadership experience. The instructor is freed to give closer overall supervision and his burdens will be greatly reduced.

Public Relations

The FFA banquet can be one of our best mediums for letting others see and hear what the vocational

(Continued on page 34)

Citizen Education Promotes . . .

(Continued from page 32)

While the particular effort just described was concerned mainly with students telling their "FFA and Supervised Farming Program Story," future programs likely will include other aspects of the vocational agriculture program until the "Complete Story" is provided leaders in the area. It is evident from the results already obtained that such activities in citizen education promote community interest in vocational agriculture to a marked degree. □

Does Your - - -

(Continued from page 33)

agriculture department is doing. As each boy comes forward to receive an award, parents, classmates, friends, and banquet guests are apprised of his achievements. In addition to presenting local, state and national FFA Foundation awards, all other awards earned by the students during the year should be presented. Even though the County Fair may have been held several months previously, it renews the boy's spirit to receive his ribbon at the banquet.

Public relations is the big problem in our public school system today. Therefore, a banquet can serve good ends by giving parents, guests and members of the board of education an insight into what is going on inside their school. Many of these people very seldom visit the school, but after seeing the students perform and receive awards earned in this phase of their school work, they soon realize what has been taking place in the classroom. Parents, guests, and school officials both hear about the program and see it in action. The FFA banquet is one of the more effective ways whereby public relations can be improved. It is a wise teacher who fully realizes the worth of a properly conducted banquet in public relations.

Recognize Achievement

The banquet offers a real opportunity for the teacher to give the boys a pat on the back for a job well done. For this reason the instructor should present the awards because he may have some remarks to make that could encourage the parents and students to attain even higher goals. The fire of a young person's ambitions is soon smothered if it is not rekindled from time to time with words of encouragement and recognition for a job well done. Talents of the prospective farmer are just as important as those of the singer or musician who is encouraged to keep trying. Presenting awards and recognizing achievements of the young farmers of the community for work done through their supervised farming programs and FFA activities during the past year should hold a high spot on the FFA banquet program. Also, never fail to recognize the achievements and efforts of the adults who qualify for an Honorary Chapter Farmer Degree.

Bringing about a good end to the three areas we want a banquet to

serve, and they are very good purposes to build a banquet around, takes work and planning throughout the year because in reality you are advertising a year's work in your vocational agriculture department. As the students get on their feet to take part in the program and the awards are passed out, your students, your department and yourself are all being evaluated very carefully by the parents, school officials, fellow teachers in other departments of the school, and Mr. Public, the taxpayer, who supports our schools.

The FFA banquet should have some light entertainment on the program, but the banquet itself should not be regarded as part of the recreational program of the year. Certainly, with everything else crowding the vocational agriculture teacher for time, he should be able to justify the time he spends, as well as the expense, in conducting the FFA banquet. □

Advisory comm. - - -

(Continued from page 28)

gram evaluation. A general concept has been that this might be done as a complete process. My plea here is that program evaluation can be and is a continuous process.

Teacher trainers and state supervisors have periodically teamed up to make an evaluation team for a local program. One experience notable in this category is the national project of 1941-42 described in the U. S. Office of Education publication, *An Evaluation of Local Programs of Vocational Education in Agriculture*, Voc. Div. 240, Ag Series, pp. 58, pub. 1949. This was an AVA sponsored project. Generally speaking these national and state evaluation studies, while being important foundation projects, never have stimulated widespread use of program evaluation studies on a local level. If they exist, it is only in the everyday practices of local teachers, advisory committees, and others. This latter use of evaluation as an everyday working tool is probably its logical use.

An advisory committee could well function on program evaluation. A day or two might be devoted to this special task. However, it may be best to evaluate parts of the program throughout the year at regular committee meetings.

We have in our teacher training department files a 21-page mimeo

entitled, "Evaluation Guide for Local Departments." This is too long and uses too much "teacher language" to meet the needs of an advisory committee. They need something simple, such as covering 4 or 5 major items yet giving an adequate sample of what is going on.

Items for Program Evaluation Studies by Local Advisory Committees

Listed below are statements of objectives and items of evidences of accomplishment of various phases of the vocational agriculture program. These items are intended to serve as the basis of evaluation studies by advisory committees. The deliberations of the committee represent the means of appraisal. Out of their discussion should evolve recommendations, suggestions, and approbations. Each of the groups below would serve as an agenda for a single meeting. We must cut our programs to meet the time available for evaluation and program studies by advisory committees.

Agricultural Science or Classroom Work—High School

1. Objectives for Agr. I, II, III, IV.
2. Courses of study—local and state by years.
3. Teaching plans—resource units and weekly plans, etc.
4. Teaching aids—texts, periodicals, bulletins, visual aids, etc.
5. Facilities and equipment—tables, chairs, lighting, film and slide projectors, laboratory equipment, etc.

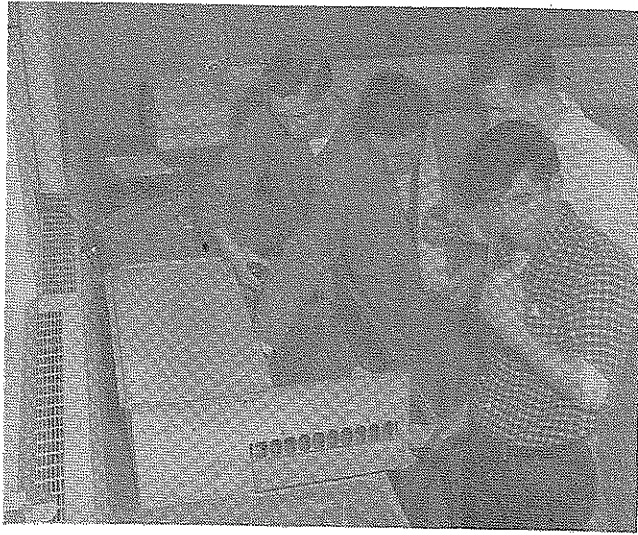
Farm Mechanics

1. Objectives for Agr. I, II, III, IV.
2. Course materials—plans for integration.
3. Teacher plans, job sheets, and resource units.
4. Shop and home projects—pictures, etc.
5. Facilities — space, equipment, tools, outside area, etc.

Student Farming Programs

1. Objectives for Agr. I, II, III, IV.
2. Scope and variety of programs and practices:
 - a. Productive projects
 - b. Improvement projects
 - c. Supplementary practices
 - d. Placement for farm experience
 - e. Father and son partnerships
3. Program record books.

(Continued on page 41)



Modern agricultural education must be based on scientific knowledge. A unit on embryology gains meaning from laboratory experiences.

Citizens help plan the - - -

Re-shaping of a state Vocational Agriculture program

GORDON M. HARRINGTON, Consultant-in-Research and
WALTER JACOBY, State Supervisor, Agricultural Education,
both of the Connecticut State Department of Education, Hartford.



Walter Jacoby



G. M. Harrington

THE problems of vocational agriculture in Connecticut are not unlike those in other states. The story we give here began in 1953. There were some strong programs, some weak programs, and some programs that were just in-between. Some vocational agriculture departments were operating at or near capacity while others had difficulty in recruiting students. In areas where the programs were strong, farmer acceptance was high. Where programs were weakest, the farm community did not regard vocational agriculture as playing a significant role in the future of farming.

EDITOR'S NOTE: This is the first of two articles on the re-shaping of the vocational agriculture program in Connecticut. The second part of the article will appear in the September, 1957, issue of *The Agricultural Education Magazine*.

In some respects, however, the problems of vocational agriculture were more acutely felt in Connecticut. Connecticut is a highly industrialized state with few natural agricultural assets. As a result, the post-war industrial boom with its attendant problems was felt earlier in Connecticut than in states where an industrial economy was just beginning to develop. For this reason some of the problems in Connecticut can be viewed as those which other states may face in the not too distant future. Evidence that this assumption is reasonable is found in the many inquiries that have come from other states about the research and program planning for vocational agriculture in Connecticut. This high degree of interest has led us to believe that it may be helpful to others to set forth in some detail our local problems, the ways in which we have approached them, the techniques we have used, the solutions we have found, and our vision of the future. While we do not feel the Connecticut program is necessarily applicable to other states, we do know that the citizens of Connecticut feel it is ideal for them. The techniques



A greenhouse serves as a laboratory for a unit on germination as well as making possible a specialized curriculum for students interested in horticulture.

used to develop a program satisfactory to the people of an entire state are generally applicable, although the program itself may not be. The essence of the solution to problems in vocational agriculture has been to solve the problems at the local level and to develop the state program from local programs rather than local programs from the state program.

Outlook Dim for Agriculture and Agricultural Education

Nationally the number of farmers has been decreasing and many are hanging on by the slimmest of margins. There has been much talk about developing policies for the substantial number of farmers in financial difficulty. In this respect Connecticut was no different than the nation. It was common knowledge that agriculture was "on the decline" in the state. However, unlike the situation in many other states, there was no strong disposition on the part of most of the people to do anything about it. In a heavily industrialized state, faced with an acute labor shortage, the loss of agriculture does not create an employment problem. The most prevalent attitude was let agriculture go out, it won't affect anyone greatly. With the impression that agriculture was on its way out, local boards of

(Continued on page 36)

Re-shaping - - -

(Continued from page 35)

education could see no reason to develop new programs in vocational agriculture and boards of education seriously questioned the advisability of continuing them where they existed. As long as a program had a substantial number of students it would continue, but when enrollments began to peter out it seemed a good opportunity to get off the dying horse. Even many of the farmers who were concerned about the passing of agriculture and who wished to act felt that their action could not go beyond the salvation of those programs already established and that there was little future for youth in agriculture. Though agricultural leaders were more optimistic about the future than the average farmer, they, too, were concerned about the future. They also had strong reservations about the place of vocational agriculture on the agricultural scene.

The outlook was as gloomy in education as it was in agriculture. A substantial part of the financing of vocational agriculture was from state and federal sources, and much of the organization and standards was set by state and federal regulation. Rightly or wrongly, local boards of education and most of the interested citizens in communities felt control of vocational agriculture was centralized in the state and national capitals. It was believed, at the grass roots level, that this centralization so inhibited the possibilities for local initiative, experimentation and flexibility that little could be accomplished to improve the program. Therefore, the general disposition was to ignore it and leave it alone. We may observe, in passing, the farmer is ruggedly independent in his attitudes and that he is little inclined to be favorable toward anything which he feels is being imposed upon him.

With these attitudes prevalent it is not surprising that many boards of education, school administrators, farmers, and students lacked an understanding of vocational agriculture—its purposes, methods and potentialities. Nor were they concerned to acquire understanding. In some cases the attitude was: if federal and state offices are going to control this program let them supervise it; we will have none of it. One evident effect of this feeling was the lack of financial support. Only a relatively small part

of the money for vocational agriculture came from local tax sources. Communities put in only what they had to put in to qualify for state personnel or funds. It was also noticeable that, although state law made it possible for any qualified youth to elect vocational agriculture, many school districts sent no pupils to available vocational agriculture programs.

Facilities Lacking—Program Static

Since state and federal monies were not provided for capital investment, other than a very limited amount for equipment, the lack of local interest in many communities was most felt in inadequate facilities. Only a very few schools in the state had facilities that approached reasonable adequacy, and some were down-right shameful. With a prevailing negative attitude, the really capable student had to have a strong stomach and a tremendous interest to elect vocational agriculture in some districts. Thus, many teachers did not have an adequate number of highly qualified, highly motivated students.

Poor facilities hampered the curriculum. Coupling this with the prevailing attitudes outside, the existing program was not practical enough for an applied program, and on the other hand, it was not academic enough for those planning to continue their education. A curriculum which at one time had been adequate was no longer adequate in breadth or depth to meet the needs of modern farming. Agriculture had changed a great deal and the curriculum had not kept pace with this change.

In short, the vocational agriculture program in Connecticut was static. Prevailing educational and agricultural thought was, at best, to preserve the status quo, and more generally, gradually to curtail the program. *That the program was not curtailed can be attributed solely to the fact that a large number of competent people with diverse viewpoints were involved in a study of the problem as a whole.*

Citizen Study Committee Formed

A review of the situation in 1953 revealed that although the agricultural leaders had some reservations concerning the future of the vocational agriculture programs, they were not apathetic. Fortunately a strong and faithful staff of vocational agriculture teachers had been built which provided a nucleus of professional competence and interest from which

to work. At the same time, the Commissioner of Education and the State Board of Education were receptive to forward-looking ideas and policies which could point toward a stronger vocational agriculture program. In addition, the Commissioner and the State Board were strong believers in local initiative and were inclined to be very sympathetic to any approach to policy development which had its base in the local school district. They were firmly committed to the viewpoint that educational policy is a function of lay citizens and that educational services are supported by lay citizens for the benefit of the people of the state. For this reason, a proposal that the vocational agriculture problem be reviewed by a committee of agriculturists was immediately approved and acted upon.

The Commissioner of Education invited 19 agriculturists and educators to form a consulting committee for review of the vocational agriculture program and to make recommendations to the State Board of Education. We feel that one important point about these committee members was that they were appointed because of their individual qualifications and competence to advise the State Board of Education. They did not appear on the committee to represent organizations. In a real sense they were responsible only to themselves. It is true, that being highly qualified they held positions of agricultural leadership. It should be stressed though, that this was not a relevant factor in their selection. Perhaps the most important reason for appointing them as individuals was that they were under no compulsion to report back to an organization or to state an organization's viewpoint. Accordingly, when a problem arose, they would be in the position to make an immediate decision. This also meant that they were under some pressure to make sound decisions because, in effect, they were individually responsible to all of the farmers of the state for their decisions.

It will be noted that the committee was formally a committee to advise the State Board of Education and the Commissioner. The relationships with others are of some interest. The State Director of Vocational Education, Emmett O'Brien, was recognized as an ex-officio member of the committee. He enjoyed no unique status, by virtue of his office, beyond membership. Other staff members of the

(Continued on page 37)

Re-shaping - - -

(Continued from page 36)

State Department of Education, such as the State Supervisor of Agricultural Education, functioned purely as consultants to the committee and had no status within the committee. It had been our observation that working committees tend not to feel the need of any formal organization and this one was no exception. In practice, we have found that if the committee has something to do and knows what the charge is, it is ready to go forward without formalities. In a working committee, the only formality is the agenda. This need not be prepared by a formal organization. It is usually set by the nature of the consultant's reports needed by the committee.

At the first meeting of the committee, as with any committee, the charge to the committee was stated by the Commissioner, that is by the person calling the committee together. The general problem was reviewed and the general feelings of the members of the committee brought out. It was agreed that the problem was a real one and that something had to be done. The Connecticut development had begun.

Role of Consultants

At this point it is necessary to say something of the role of consultants in a committee operation. For this particular committee the consultants were: Walter Jacoby, State Supervisor of Vocational Agriculture; Gordon Harrington, State Consultant on Vocational Research; W. H. Martin, Teacher-Trainer; and Richard Howes, Chief of the Bureau of Vocational Education. Decisions to be sound must be based on fact. No facts—no decisions. The role of the consultant is to follow the development of the meeting and to discover what facts are needed by the committee. The consultant then gathers these facts between committee meetings preparing papers, maps, reports, or whatever material is necessary for presentation at the next meeting. For this reason the consultants call the meetings, because only they know whether the materials have been completed. At each meeting the committee reviews the facts, draws such conclusions and makes such decisions as it can on the basis of those facts. Usually each meeting leads to the need for more facts and when the committee has proceeded as far as it can, it adjourns until the facts are available. The con-

sultant must play two roles here. First, he must be a sort of administrative assistant to the committee gathering together those facts for which a need has been expressed in a committee meeting. To be truly effective, he must also be creative both in anticipating facts which will be requested, but for which no felt need has as yet been expressed, and for developing facts which may be useful to the committee, but which they might overlook. Perhaps we should say that the consultant should be as competent to see connections and possibilities as the committee members.

Data Gathered

Certain facts were needed by the committee in order to pursue their deliberations. The following is an outline of some of the kinds of information obtained:

1. Where is the agriculture in the state?—It was found that the largest dollar volume in agriculture was in the Connecticut River valley and the lower shore area. This finding tended to be contrary to common thinking. This is the area which is most heavily populated, urbanized and industrialized. The dollar volume resulted from agriculture in those areas. The fact remained that, if educational programs were to follow the agriculture, they were more badly needed and more extensively needed, in this state, in the urbanized areas than they were in the typically rural areas.

2. How significant is agriculture to the state's economy?—An analysis of the history of agriculture in the state and projection to the future revealed that, though there had been a decline and would continue to be a decline in agriculture if one measures by the number of farmers, agricultural productivity in the state had been increasing and would continue to increase. Not only was there an increase in volume of production but an increase in dollar value of production. In 1950, the value of products sold by local farmers exceeded \$120,000,000 and the dollar volume has increased considerably since then. Not only was agriculture significant to the economy in what it sold but the data showed that farmers had a significant effect on the economy in what they bought. This agricultural economy was supported in 1950 by about 9 thousand commercial farmers, presently by about 7 thousand commercial farmers, and it is expected that, ultimately, the commercial farm operator popula-

tion would number about 6 thousand and stabilize at this level. Careful analysis of successive Census of Agriculture on ages, capitalization, acreages, and tenure of operators, farm mechanization, and expenditures for hired labor made it rather evident that the future commercial farm in Connecticut will tend to be a partnership operation, with the exception of poultry farms.

3. What fields of agriculture should be served?—Analysis of the kinds of farming in the state indicated a rise in nursery and horticulture work. Accordingly, a cooperative survey was carried out with the Connecticut Nursemeymen's Association to determine present and future manpower needs in that field. Volume in the field has been increasing at the rate of 5% a year and yet there have been no educational programs of specialization except at the collegiate level.

4. Will there be opportunities for youth if they should complete a strong vocational agriculture program?—Studies showed that over half the farmers in the state were over 50 years of age, and a third were over 60 years of age. Actuarial analysis of farmers' ages yielded an annual replacement figure necessary to maintain farming in Connecticut. At the projected stable level of the farm population, it was found that present vocational agriculture programs were supplying less than one fifth of the number of farmers necessary to replace the losses to the farm population due to death. Taking the replacement needs for farmers, the needs in related agricultural occupations, and the needs for agricultural scientists and professional workers, it was possible to determine the maximum size of the over-all state program. We assumed that vocational agriculture should not prepare more youth than there were opportunities.

5. From where will interested students come?—It was found that only one third of the major farming communities in the state had as many as 4 youths studying vocational agriculture. Analysis of the communities with the strongest vocational agriculture programs—in terms of community interest, facilities, and other qualities—revealed a fairly constant pattern of one vocational agriculture pupil to every 6 farms as defined in the Census. With this information it was possible to predict, assuming that the same circumstances would be true in other

(Continued on page 38)

Re-shaping - - -

(Continued from page 37)

communities if they built strong programs, the probable geographic distribution of applicants for vocational agriculture.

6. What are the characteristics of youth who elect vocational agriculture?—It was found that a substantial proportion of the vocational agriculture applicants were rural non-farm boys and, in some cases, urban boys. At first glance this may seem surprising. If one considers the average age of farmers in the state, however, it will be evident that not too many of them have boys to enroll in vocational agriculture. The facts pointed up two basic problems. One was the problem of farming programs for non-farm youth. Furthermore, if the vocational agriculture program is to supply agricultural needs, it will have to look to other than farm youth for its raw material.

7. What kinds of agricultural operations are carried out in the State?—It was found that Connecticut agriculture was highly specialized and that particular specialties tended to group in geographic areas. This indicated a need for specialization in the various vocational agriculture departments.

8. How do high school students feel about vocational agriculture?—Interviews were held with a number of farm and non-farm youth in high school who were enrolled in vocational agriculture and who were not so enrolled. Those who were enrolled in vocational agriculture were most concerned about better facilities and the need for more specialization in the program. The interviews were non-directive and, accordingly, we considered it extremely significant that non-vocational agriculture pupils, to a man, indicated they would have been interested in enrolling in vocational agriculture if standards had been higher, but that they had elected other programs because they felt these would offer better use of their learning time.

9. How do farmers feel about the program?—Conferences with farmers indicated a prevailing attitude that the existing program was neither practical enough nor scientific enough in its approach, in the light of current day agricultural methods.

10. How do local school and town officials feel about the program?—Conferences with local boards of education and boards of finance indicated

a concern about the cost of providing adequate facilities. Potential enrollments, from their own districts, were too small for educationally or economically efficient units.

11. Are services needed by out-of-school youth and adults?—Since the institutional-on-farm program represented the most extensive and concentrated post-high school offering in vocational agriculture, all persons who had gone through the program were surveyed to evaluate its effectiveness and value and to determine whether such a type of program should be continued and, if so, with what emphases. Some felt it was of great value, others felt it was of little value, but detailed analysis of the returns led to the inescapable conclusion that this type of program could be of tremendous value, provided, that the staff that were carrying it out were specialized and highly competent.

These were the key areas in which facts were collected for use by the State Vocational Agriculture Consulting Committee. The State Consulting Committee, given the facts, observed that the following were of the utmost significance:

1. Over one-half of all Connecticut farmers were over 50, and almost one-third were over 60.

2. Vocational agriculture programs were supplying less than one-fifth of the number of farmers necessary to replace losses in the farm population due to death.

3. Vocational agriculture programs were serving only one-third of the major farm towns of the state.

4. Youth tend to develop interests in those areas encouraged in high school and the lack of agricultural education has caused youth who should be in farming to enter other occupations.

It was agreed that these facts justified immediate and concerted efforts and action to create a new program of vocational agriculture in the state.

Given the facts and the problems, the Consulting Committee set forth the following principles which were to be followed in the development of the new program:

1. Vocational agriculture programs should be locally controlled.

2. Vocational agriculture programs should be located in high schools to serve major farming areas.

3. The Vocational Agriculture Departments should serve as regional centers for farming areas in order that they be available to all youth desiring education in agriculture and in order that they be large enough to offer an efficient and effective program.

4. The program, principles to be followed, and specific needs of a particular center should be determined by a regional committee for that region.

5. Since the vocational agriculture centers are to be regional, the state should bear the cost of equipment and facilities.

6. Since vocational programs are more expensive than non-vocational programs, the state should meet the excess cost of vocational agriculture over other types of secondary school programs.

7. The use of federal and state funds should be based on a uniform and equitable system.

Having reached agreement on principles, the State Consulting Committee felt that it was too large a group to work out the specific details of a new program. Accordingly, it appointed a sub-committee on legislation and directed that sub-committee to incorporate the general principles enunciated into a specific proposal for legislation. □

Public Relations - - - (editorial)

our public ought to have a hand in making decisions that affect them. We haven't a product that can be evaluated immediately or in a physical sense, as one can evaluate a movie or a tire, but rather things happen to people as we work with them. If they don't understand what is happening to them or if they can't visualize its possibilities, they are going to be extremely reluctant to saddle themselves with indicated physical or financial burdens.

Whether through advisory committee work, or in some other way, we need to make a special effort to get our public "in on the act."

Deadline Dates

September 1—Reports due in National Office for entries in National Chapter Award Program.

Influence of high school Vocational Agriculture on the extent of establishment of graduates in farming

EARL M. HENDERSON, Graduate Student, Iowa State College.



Earl M. Henderson

THIS study¹ was one of a series of five studies conducted cooperatively by graduate students in agricultural education at Iowa State College. The five studies had a common purpose in that they attempt to determine the influence of high school vocational agriculture on the status of graduates in farming, and on the practices followed by them on their farms.

The purpose of this study was to determine the influence of high school vocational agriculture on the extent of establishment of graduates in farming. A comparison was made of the extent of establishment of graduates who had completed at least three years of vocational agriculture with that of graduates of high schools not offering vocational agriculture.

Schools which offered vocational agriculture during eleven of the twelve years from 1943 to 1954 were paired with schools that did not offer vocational agriculture during the same period of time. The pairings were made in such a manner as to obtain communities which would be as much alike as possible except for vocational agriculture training.

The investigation was confined to the north central cash grain and the eastern livestock areas of Iowa. After 45 pairings had been made, 20 pairs of schools were selected, by random sampling, to make up the sample of 40 schools used in this investigation.

Eight male graduates were selected from each school included in the sample. The eight farmers were classified into subgroups as follows: Four graduates from each school had been graduated during each, the 1943 to 1948 period, and the 1949 to 1954 period. Two members of each of the groups of four were sons of land

owners, and two were sons of non-land owners at time of graduation.

The total sample consisted of 320 high school graduates, 160 vocational agriculture graduates and 160 non-vocational agriculture graduates. Each graduate was personally interviewed by one of the investigators, or by his assistant.

In order to calculate the gross production of the farms, the livestock and crop production information was normalized to a three-year period and average prices of these products were used for this period.

More of the vocational agriculture graduates (16) were farming land independently at the time of graduation than were members of the non-vocational agriculture group (10). Those vocational agriculture graduates who were farming were also farming more acres.

There were more nonvocational agriculture graduates who had attended veterans on-farm training classes than had the vocational agriculture graduates. A larger number of nonvocational agriculture graduates had attended college than had vocational agriculture graduates, and of the graduates who had attended college, more of the nonvocational agriculture graduates had attended an agricultural college.

More of the vocational agriculture graduates had 10 or more years of farm experience since graduation than had the nonvocational agriculture graduates.

Nearly twice as many vocational agriculture graduates were working with or without wages plus a share of the profits from one or more livestock or crop enterprises as compared to the nonvocational agriculture graduates. The differences in the farming status of the graduates the first year out of high school may have been due to the influence of the supervised farming programs initiated by the vocational agriculture graduates while in high school.

There were 18 more vocational agriculture graduates operating farms in 1955, on an income sharing agreement or partnership, on a livestock share lease, or on a crop share lease, than nonvocational agriculture graduates. All of the owner operators in both groups of graduates were graduated during the 1943 to 1948 period.

There was a significant difference in the operator status of the graduates in 1955. A total of 142 vocational agriculture graduates were classified as operators; 18 were nonoperators (working on farms with or without wages). Only 126 nonvocational agriculture graduates were operators; 34 were classified as nonoperators.

An analysis of variance was made to test the significance of the differences in farming programs of the operators who had vocational agriculture in high school and those who had not vocational agriculture.

Of the 28 comparisons made in this study, 15 of them showed no significant differences. They were as follows: acres of soybeans; acres of permanent pasture; normalized corn yields; normalized oat yields; normalized soybean yields; litters of swine produced; milk cows as of January 1, 1955; numbers of hens and pullets in laying flock as of January 1, 1955; poultry sold; dozens of eggs sold; ewes on farms as of January 1, 1955; slaughter lambs sold; and pounds of wool sold.

Significant differences were found in 10 of the 28 comparisons when analysis of variance tests were made. Five of the comparisons were significant at the one per cent level and five were significant at the five per cent level.

Differences which approached significance at the five per cent level were found for three of the 18 comparisons made between the two groups of graduates. They are as follows: average number of pigs weaned per litter; beef cows on the farms as of January 1, 1955; and the number of fat cattle sold.

There was a significant difference at the five per cent level in the size of farm operated in 1955. More of the nonvocational agriculture graduates were farming small farms and fewer of them were farming large farms.

A comparison of the number of crop acres farmed by the graduates in 1955 showed a significant difference at the one per cent level. The

(Continued on page 41)

¹ From M.S. Thesis by author, 1956.

Agricultural education - preparation for change

A. B. CORDES, Vo-Ag Instructor, Eau Claire, Wisconsin.



A. B. Cordes

VOCATIONAL education in agriculture is planned to train present and prospective farmers for proficiency in farming. Before this can be completely accomplished, the would-be farmer

must acquire ability to perform numerous jobs and skills common to agriculture. The development of these abilities is the major objective of vocational education in agriculture.

Stated briefly, these major objectives are to develop ability to:

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business profitably.
6. Maintain a favorable environment.
7. Participate in rural leadership activities.

If every teacher of vocational agriculture plans the classroom work and

supervised farming program around these concepts, then the planning should be followed by periodic appraisal of the students' progress. Appraisals help the teacher to be more effective and the student to acquire better judgment and new abilities. Actual outcomes must be checked against the desired goals or objectives. This may require modification of teaching methods and techniques; it may even require a shift of emphasis on subject matter to make the desired progress and achieve the aim of vocational education in agriculture.

If the acquiring of an education is evident by desirable changes having taken place, then it would seem logical to assume that success in farming also comes from the student's changing his practices to conform with desirable methods, practices, and policies. Success, however, is a gradual process developing throughout the years, and therefore the desired changes must be weighed against the time element necessary to accomplish them.

Let us look at the first objective: "Make a beginning and advance in farming." Every individual starts at some level, such as receiving an allowance for personal items and minor expenses; being a farm laborer at home or some other farm; receiving income from one or several farming enterprises; being a partner in farming

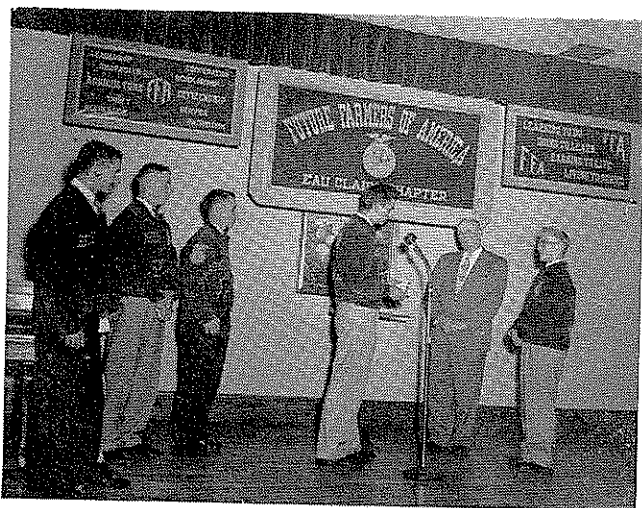
with someone—usually Dad; renting a farm; and eventually owning and operating a farm.

The second objective: "Produce farm commodities efficiently" may easily determine the rate of progress in the first objective. In appraising the enterprise or farm efficiency, it may be well to ask several questions. Are desirable kinds and amounts of crops and livestock being produced? Are these crops and livestock being improved to meet competition? Is livestock receiving proper feed and care for most efficient production? Are crops properly fertilized for economical production?

The next logical objective calls for: "Marketing farm products advantageously." We might ask again: are these products in demand on today's market; are we performing as many of the marketing services as possible in order to get maximum returns; are there market opportunities waiting for someone to develop?

Probably the next objective presents personal difficulties in the individual farmer and is of concern to everyone: "Conserve soil and other natural resources." Here the student farmer must be familiar with proper land usage, rebuild depleted soils, terrace farm land, and grow soil-conserving crops and cover crops that are profitable economically. He must understand the chemistry of fertilizers, becoming familiar with proper kinds and amounts to use. He must be returning to grassland or woodlot or to wildlife conservation those acreages best used that way. He must remem-

(Continued on page 41)



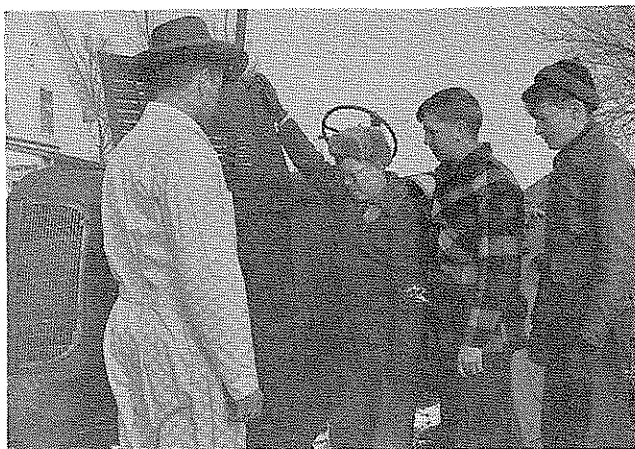
Above, leadership development is being practiced and a farmer of the community is being honored at the annual FFA Parents and Son banquet. The FFA officers are presenting the Honorary Chapter Farmer Degree to an outstandingly successful horseradish grower. His success story was an excellent example and inspiration to the FFA members who were honoring him.



The promotion of farm safety in the rural community has been a recognized need throughout the nation. An essay contest for rural students to focus attention on the problem was sponsored by the local FFA Chapter. Above, the first prize winner receives a check from the FFA Safety Committee Chairman while her teacher looks on admiringly.

Influence of - - -

(Continued from page 39)



A teacher of vocational agriculture assists a student in analyzing a tractor maintenance problem. Group instruction on the farm has a place in vocational agriculture.

vocational agriculture graduates had significantly more crop acres in their 1955 farming operations than had the nonvocational agriculture graduates.

There was a significant difference at the one per cent level between the two groups of graduates with respect to the acres of corn raised on the farms of graduates in 1955. The vocational agriculture group had fewer graduates with small acreages of corn and more graduates with large acreages of corn.

A comparison of the number of acres of legumes for hay raised on the farms of the graduates in 1955 showed a significant difference at the five per cent level. The vocational agriculture graduates raised a larger number of acres of legumes for hay.

There was a significant difference at the five per cent level between the two groups of graduates with respect to the acres of rotation pasture. The vocational agriculture graduates had more acres of rotation pasture than had the nonvocational agriculture graduates.

A comparison of the number of hogs sold for slaughter from the farms of graduates in 1955 showed a significant difference at the five per cent level. The vocational agriculture graduates sold a larger number of hogs for slaughter.

There was a significant difference at the five per cent level between the two groups of graduates with respect to their crop gross products in 1955. In the vocational agriculture groups there were fewer with low crop gross products and more with large crop gross products than in the nonvocational agriculture group.

A significant difference was found at the one per cent level between the

two groups of graduates with respect to their livestock gross products in 1955. In the vocational agriculture group there were fewer graduates with a negative or low livestock gross product and more with large livestock gross products than in the nonvocational agriculture group.

A significant difference was found at the one per cent level between the two groups with respect to their total gross product for 1955. The vocational agriculture group had fewer graduates with low total gross products and more graduates with high total gross products than had the nonvocational agriculture group.

A general mean total gross product of \$7,856, which includes both crop and livestock gross products, was found for the vocational agriculture group as compared to a general mean of \$6,352, for the nonvocational agriculture group. The general means for the crop, livestock and total gross products were higher for the vocational agriculture graduates than for those of the nonvocational agriculture graduates.

The data obtained in this study indicate the influence that high school vocational agriculture has had upon the extent of establishment of the graduates in farming. There was a significantly larger number of vocational agriculture graduates who were operating large farms with more crop acres, had more acres of corn, more acres of oats, more acres of legumes for hay, more acres of rotation pasture, sold more hogs for slaughter, had higher averages of pigs weaned per litter, more beef cows on January 1, 1955, sold more fat cattle, and had higher total gross products for their farm operations than had the nonvocational agriculture graduates □

Advisory comm. - - -

(Continued from page 34)

4. On-farm-visitation program.

FFA Program

1. Objectives of FFA—local, state, and national.
2. Program of work—documentary, etc.
3. Programs for meetings.
4. Major activities—banquets, competitive events, farming projects, etc.

Young Farmer Program

1. Objectives of program and of young farmers.
2. Nature and number of annual meetings.
3. Class make-up of students.
4. Farming program helps given.

Adult Farmer Program

1. Objectives of program and specific classes.
2. Persons reached—classes held—number of meetings, etc.
3. Farming program helps given.
4. Future needs and plans.

Local Advisory Committee

1. Objectives—program and educational.
2. Work done.
3. Make-up of membership.
4. Future plans and needs. □

Agricultural ed. - - -

(Continued from page 40)

ber that conservation means "to use wisely."

"Managing a farm business effectively" is a worthy objective. Not only does management analysis point out areas of weakness and strength in the individual enterprises, but it also focuses attention on their relationship to the farm business as a whole. Pertinent questions as to the size of business in relation to efficiency, proper financial support, and the possible changes in efficiency due to increased mechanization and reduction in labor are all areas requiring constant analysis. Changes in markets, changes in demand for commodities, changes in the national and international picture necessitate reappraisal in terms of today's best policy on the farm. Good farm management often is closely related to good management in the home. An efficient farm manager will make certain that the farm provides the food needed in the maintenance of the home. It may be difficult to

(Continued on page 45)

Instruction in agriculture in non-land-grant colleges in the United States

(Nature of institutions and nature of the technical and general education programs)*

WM. F. BRAZZIEL, JR., Teacher Education, Southern University, Louisiana.



Wm. F. Brazziel, Jr.

INSTRUCTION in agriculture at the college level had its beginnings in the time of George Washington and Benjamin Franklin. Washington, who was one of the better technically educated men of his day, sponsored the National Seed Societies which were later to develop into the United States Department of Agriculture. Franklin led the agitation around Philadelphia which resulted in an agricultural teacher being assigned to the University of Pennsylvania in 1790 and the establishment of a department of agriculture at Carlisle College in 1794. Michigan and New York also set up colleges in 1857. At the passage of the Morrill Act in 1862, emphasis in agriculture at the college level saw a marked development with the subsequent establishment of land-grant colleges of agriculture and mechanic arts in each state.

Many people, however, saw a need for instruction in agriculture in non-land-grant colleges, and these schools, colleges, departments or divisions have flourished also. There were 185 such colleges in operation when the study was opened in 1954. Seventy-three offered agricultural degrees with the remainder offering two and three year programs of study. The former group was chosen for the study.

Purpose of the Study

The primary purpose of the study was to ascertain the status of the programs of instruction in agriculture in non-land-grant colleges in the United States. It was hoped that a study of this type would form a basis for further work aimed at improvement of programs in these colleges, as well as to serve as a basis for recommendations for the improvement of such programs.

* The first of two reports, the other of which includes student personnel services, staff, laboratory farms and facilities and regional services.

The specific objectives of the study were:

1. To identify the types of non-land-grant institutions in which agricultural instruction is being offered.
2. To identify the types of agricultural programs in progress in non-land-grant institutions.
3. To identify selected characteristics of the agricultural programs in progress in non-land-grant institutions.

Findings of the Study

Types of Institutions

Types of Academic Offerings:

By the code used to categorize institutions according to a combination of types and highest levels of offerings, it was found that the majority (56) of the 73 institutions were in the following categories:

Type and Level of Program	Number of Institutions
Bachelor's degree with liberal arts and general teacher preparatory courses	21
Master's degree with liberal arts and general teacher preparatory courses	13
Bachelor's degree, liberal arts and general teacher preparatory and terminal occupational	11

Type of Control

The most universal type of control was state control (48 cases). Institutions were also controlled by churches, counties, municipalities, districts and private individuals or agencies.

Nature of Institutions Upon Establishment and Developmental Changes

The majority of the institutions which were offering instruction in agriculture were the states' regional, multi-purpose colleges. The institutions had been set up in most cases to meet the need for secondary and normal schools in areas removed from the land-grant colleges, with 55, or

75 per cent being established between 1875 and 1924.

Change in Structure

Most of the institutions had experienced a change in basic purpose and structure since establishment. These changes included both lateral and/or vertical developments in offerings. They included changes from normal schools to teachers' colleges, from junior colleges to senior colleges, and the addition of graduate schools. Perhaps the most significant change experienced by the 48 state colleges, as regards the discussion, was the lateral development of the 30 institutions which once functioned as teachers' colleges into regional, multi-purpose institutions and the consequent deletion of teacher training as a signal function.

Denominational Institutions

A small number of the institutions concerned (13) were church sponsored and assumed the function of teaching agriculture with the same purposes in mind as when teaching of other subjects was begun. It is interesting to note that of the eight institutions which were not accredited by the regional associations, only two were church sponsored. The remainder were private colleges.

Controlling Boards for State Colleges

The prevailing types of boards for the control of the state institutions were the separate board for each college and university (22 institutions) and a state board for all institutions but the state university (18 institutions).

There would seem to be evidence of a more cooperative relationship between non-land-grant and land-grant agriculture in the latter group. The case of the transfer of credit would seem to offer evidence to this statement. Table 1 gives further analysis.

Pattern in Size of Institution

There seemed to be no universal pattern in enrollments of institutions in which agriculture was taught. It was found in very small colleges and in very large universities. The two ranges 500-999 and 1,000-1,999 held a large number (48 institutions) however, and 27 of these 48 were regional state colleges.

A conclusion might be drawn that type of institution and local needs, more than anything else, had been the deciding factor in setting up programs.

(Continued on page 43)

Table 1. A Comparison of Type of Control For State Colleges and Transfer of Credit

Type of Control	Number States	Number Requiring Examination	Accept 2-3 Years Credit	Accept Without Reservation
Separate board for each college and university	6	3	2	1
State board of education or regents for all colleges	5	1	3	1
State board for all institutions but state university	7	0	2	5
Total	18	4	7	7

The Nature of the Instructional Program

Curricular Areas and Enrollment:

There were 20 curricular areas in which degrees and/or certificates were offered. More than 8,500 students were enrolled in these programs as of January, 1955. There seemed to have been a trend toward an increase in enrollment as most institutions showed an increase since 1953.

The data seem to indicate that agriculture was being taught to very small numbers of students at some institutions and to very large numbers of students at others, the range being 3 - 1,207. No significant differences were found in numbers past the two ranges 0-40 and 50-99 students which included 14 and 10 institutions each. The most universal type of curricular areas in which degrees were offered were as follows:

Type of Curricular Area	Number of Institutions
General Agriculture	43
Animal Husbandry	18
Education in Agriculture	16
Agronomy	14
Agricultural Education	12

The most universal type of certificate programs were as follows:

Pre-vocational Agriculture	17
Transfer Program with State Land-Grant College	13

There were 23 institutions which offered the Master's degree in Agriculture. Of this group, 13 offered the offered the Master's degree in Agriculture only.

Types of Degree Granted

The most universal type of degree

granted (56 institutions) was the Bachelor of Science in Agriculture. Of this group, 11 institutions granted the Bachelor of Science in Agriculture and 45 granted the degree of Bachelor of Science with a major in Agriculture. Other degrees granted included the Bachelor of Science in Education, Natural Science, Forestry and Conservation and the Bachelor of Arts (6 institutions) in Agriculture.

Number of Hours of Agriculture Offered

A wide range is in evidence in the number of semester hours offered in the various curricular areas. Some institutions offered a wide variety of course work in an area (130 semester hours in Plant Science at California Polytechnic Institute), and some very little (9 semester hours at Sul Ross State). The range in total number of semester hours of credit in agriculture offered was 30-341 hours. The ranges and averages by curricular areas are shown in the following table.

It is disturbing to note the number of institutions (11) which offered no courses in Agricultural Engineering but which offered a degree in general agriculture. This group represents 26 per cent of the total number of institutions offering this degree. There were seven of the 11 which offered the general agriculture degree with no study in engineering, and also offered a teacher's certificate. Attention in this area would seem necessary.

The General Agriculture Program

The study concerned itself with the goals of the 19 institutions which

offered the general agriculture degree as the only degree and with the curriculum used to meet these goals. These goals were taken from the catalogues of the small colleges and universities.

Objectives in the General Agricultural Curriculum

A somewhat unique combination of liberal and vocational objectives was in evidence. While no institution stressed a vocational objective explicitly, 13 of the 19 included a vocational objective in the listings. There were 13 liberal arts institutions in the group.

There was no universally listed type of objective in the group. The types included broad vocational objectives with training for definite occupations or further study in specialized fields (five institutions), liberal education objectives with training for appreciation and leadership (five institutions) and a combination of both types (eight institutions). One institution listed no objectives in the catalogues.

Courses in the General Agricultural Curriculum

The courses set up in the general agricultural programs at these institutions are shown in Table 3. There was evidence of vocationalism in three instances where 42, 50 and 60 semester hours of agriculture were required as a major. In one case (60 semester hours) no free electives were offered.

The General Education Programs

Of the 63 institutions studied, 27 concentrated the curriculum in general education in a division or school. The goals of these programs were quite similar. There were four areas in which study was universally required. The range for requirements was 27-54 semester hours. The average requirement was 39 semester hours. This average included study in the physical sciences (6 semester hours), the biological sciences (6 semester hours), the humanities (16 semester hours), and the social sciences (10 semester hours).

The data would seem to indicate that some institutions had given serious thought to the liberal education of their students, but that many had not given a desirable amount of attention to this area. Consequently, the areas of social science and the humanities were being neglected to a certain extent. The table below which compares the semester hours of

Table 2. Semester Hours of Credit Offered by Curricular Areas

Area	Total Number Semester Hours	Range	Average
Animal Science	2,266.8	8 - 137	35.4
Plant Science	2,134.9	9 - 130	33.3
Agricultural Economics	743.8	2 - 45	11.7
Agricultural Engineering	685.5	0 - 48	10.7
Agricultural Education	408.9	0 - 72	6.4
Total	6,240.9		
Average		3.8 - 84.4	19.4

Questions basic to our program raised
by this . . .

Occupational survey of former students

G. F. EKSTROM, Teacher Education,
University of Missouri.



G. F. Ekstrom

FORMER students of vocational agriculture are encountering increasing difficulties in becoming established in farming. The reasons for this are quite obvious. Also, the procedures by which young people become established in farming are rather well known. There is much conjecture, however, as to adjustments which should be made in the program of vocational agriculture to meet the changing conditions.

A considerable body of occupational information pertaining to former students is becoming available, which should provide some of the bases for suggesting solutions to the general problem. One of the recent studies was conducted in Missouri in 1955.¹

The Missouri study involved the occupational status of students who received instruction in vocational agriculture for one or more years and who graduated from high school during the years from 1941 through 1950. No attempt was made to obtain data for former students who failed to graduate from high school. Schedules were mailed to 228 schools in which departments of vocational agriculture were operated one or more years during the period. The teachers were asked to account for all graduates within the ten years insofar as possible. Returns were received from 163 schools and data were tabulated subsequently for 12,880 graduates.

Summary

Approximately 26 per cent of the 12,880 students who graduated from 1941 to 1950 were farming in 1955. Nine per cent were in occupations related to farming, 38 per cent in

occupations not related to farming, 11 per cent in armed forces and the remaining 15 per cent in college, deceased, or unaccounted.

Occupations were known for 9,499 graduates of whom 3,452 or 36.3 per cent were farming, 1,182 or 12.5 per cent in occupations related to farming, and 4,865 or 51.2 per cent in occupations not related to farming.

The proportions of graduates with known occupations who were farming varied considerably with geographical areas in the state. The highest percentages in farming were from the livestock and general farming sections. The lowest percentages were from the areas around Kansas City and St. Louis and from the Ozark section of the state. Conversely, the highest percentages in occupations not related to farming were from the sub-urban and the Ozark areas.

The per cent of graduates in farming increased proportionately with the years of training in vocational agriculture—one year, 24 per cent; two years, 28 per cent; three years, 34 per cent; four years, 45 per cent. Of the graduates engaged in farming, 34 per cent were owner-operators, 28 per cent were renters, 24.7 per cent were partners. The remainder were combination owners and renters, absentee owners, farm managers, and farm wage earners. The number years of training in vocational agriculture did not have any particular significance as to types of farming status in which the graduates were engaged. However, the students who graduated during the latter part of the 10 years from 1941 to 1950 had less definite occupational status than those who graduated earlier. Higher percentages of them were in college and in the armed services. Otherwise, the length of time removed from high school had no particular significance as to percentages engaged in the different occupations.

The occupations related to farming were classified as professional—jobs requiring a college education or the

equivalent, e.g., county agent, agriculture teacher, veterinarian, soil conservationist; and nonprofessional—e.g., implement dealer, livestock buyer, milk distributor, landscape gardner. Seventy per cent of the graduates in occupations related to farming were of the nonprofessional type as contrasted to 30 per cent of the professional type. Likewise, the ratio in nonprofessional occupations not related to farming exceeded those in professional occupations, the ratio being approximately seven to one.

The graduates who received less than 50 per cent of their income from farming were classified as part-time farmers. Thirty-three per cent of this group received the major part of their incomes from occupations related to farming and 67 per cent from occupations not related to farming.

No attempt was made to ascertain the specific previous occupational status of men in the armed services. However, 59 per cent of the graduates in service were farming prior to entrance.

Implications

It may be assumed that smaller percentages of graduates shortly removed from high school enter farming than graduates removed from five to 15 years, as represented in the Missouri study. Likewise, it may be assumed that the percentages of graduates who can enter farming will continue to decrease as the rural farm population decreases. Therefore, we might well examine certain basic questions regarding groups to be served.

1. Shall we restrict day enrollments to boys who have reasonable prospects of becoming established in farming occupations?
2. Shall we admit all boys who can have "projects" and gradually eliminate the students who, through exploratory experiences, decide to enter nonfarming occupations?
3. Shall we construe vocational agriculture to include occupations related to farming, and modify the content of our courses accordingly?
4. Shall we reduce the numbers of day students in vocational agriculture, and at the same time offer non-federally aided course work in agriculture for the benefit of prospective nonfarm residents in rural communities?
5. Shall we confine efforts with

(Continued on page 45)

¹ Occupational Survey of Former Students of Vocational Agriculture Who Graduated from Missouri High Schools 1941-50 Inclusive, Department of Agricultural Education, University of Missouri, in Cooperation with Missouri Department of Education, August, 1956.

Agricultural ed. . . .

(Continued from page 41)

teach this to high school boys, but Young Farmer and Adult Farmer students can grasp this quite realistically.

"To maintain a favorable environment" both socially and economically is challenging, and requires special consideration on the part of the individual as well as in groups of farmers. The development of special abilities in farming affects attitudes toward farming; proper attitudes affect the entire home and family, and a desirable home can affect farming proficiency. Some farm problems require community cooperation. It is well, early in life, to teach what it means "to work together for a common good." These may be problems of health and sanitation, recreation and social activities, improved roads, and better school and church facilities. A favorable environment has long been an enviable trait of the rural community.

As communities become more complex, the need for "participating in rural leadership" becomes more evident. Agricultural people have all too often been preoccupied with the daily task of making a living while the increasing need for strong rural leadership went unattended. Leadership is necessary for developing programs dealing with financing, marketing, farm programs, and many other aspects of farming. Surely FFA members can receive training early in their farming career to become more helpful in this responsibility.

Yes, we look over these aims and objectives and wonder whether we have done a good job. We look over the incoming freshman students and wonder what they will be like as seniors. Will they foresee the possibilities available to them as the senior students have recognized them? Will they have the courage of the beginning farmer? Will they feel the challenge of the established farmer who is seeing some of his dreams come true? Will they have the satisfaction of the successful farmer whose sound judgment throughout the years is based on knowledge seasoned with timely personal experiences to guide his thinking? Will this personality be the happy product of desirable changes throughout the years because at one time they were enrolled in a course in high school whose aim was to train present and prospective farmers for proficiency in farming?

It should be no secret, so . . .**Inform people about your summer program**

H. PALMER HOPKINS, Teacher Education, University of Maryland.



H. Palmer Hopkins

"HOW are you enjoying your vacation?" Have you been asked this question after school is out in June? In spite of working long hours all summer long for a number of years in a community, Vo-Ag teachers still are asked this question. It is asked by people whom we are sure should know better, it ranks our fur, it may be sometimes asked in jest; yet it is asked! Why? Too many people simply do not understand what the Vo-Ag teacher does during the summer months.

Of course, some Vo-Ag teachers probably are on vacation during the summer—every profession has its share of free-loaders—but those fellows are on vacation twelve months of the year. The conscientious Vo-Ag teacher generally has much more to do during the summer than he can possibly accomplish. In planning the summer program, it is almost impossible to allocate sufficient time for all the things that should be done. Carrying out the plan is even more difficult. Why, then, do so many administrators, laymen and other teachers seem to think the Vo-Ag man has an easy time of it during the summer? The answer is obvious—they do not know what is being done! The remedy is equally obvious—inform them! But the question of how to inform them is more difficult because some people seem determined not to be informed.

Occupational . . .

(Continued from page 44)

day students to the small numbers who have prospects for becoming established in farming and devote more of our time to the instruction of adults and young farmers who are operating farms or who are in the actual process of becoming established?

A Three-Point Information Program

There are of course many ways to inform the public of the Vo-Ag teachers' summer activities. We wish to offer a three point minimum program. You may wish to add additional points to this program but none can be successfully subtracted.

First, *do your job!* You have an important job to do and no amount of selling can accomplish much unless you do your job. It's true that you are on your own, and often hard to find, but failure to do your job will show up. There is no such thing as making the public think you are working when you are not, and the taxpayer is unwilling to give full time pay for short work days.

Second, *inform your administrators of what you are doing;* not just what you have done, but *what you are doing!* When someone asks him where you are, he doesn't like to answer, "I don't know, but last week . . ." In our official reports, we have spent too much time telling what we have done and not enough time telling what we plan to do. Writing past accomplishments is largely unproductive effort; making plans is absolutely necessary. Oh yes, we have an abundance of long range preliminary reports, but the kind of planning sought here is projected for one week at a time. On Monday morning your administrator should have a plan of what you expect to do during the week. A few teachers will throw up their hands in horror and say, "That's impossible, I can't tell exactly what I'm going to do!" Of course you can't, but *lack of such a plan is often construed as evidence that you are going to do nothing!* The administrator has an obligation to know where you are and what you are doing. If he doesn't know, he has cause to be ill at ease, feeling that he is not doing his job. Little extra effort is required to furnish such a plan since you must make one for your own use anyway.

Third, *utilize the usual channels of publicity.* Let people know what you are doing through newspapers, news-

(Continued on page 47)

News and Views of the Profession

Derr Joins Pennsylvania Staff



George D. Derr

George D. Derr has been recently appointed Consultant in Agricultural Education, State Department of Public Instruction, Pennsylvania.

Derr was born in Greenwood Twp., Columbia County, and was graduated from the Greenwood Township High School. He received his B.S. in Animal Husbandry from Pennsylvania State College in June, 1921. He pursued graduate studies in Pennsylvania State College and in New York University. His varied work experience includes two years as a principal of a high school, fourteen years as a teacher of vocational agriculture, Vocational Director of U. S. Foreign Operations Mission to Iran and Advisor & Consultant to Dean of the Agriculture College of Teheran University (1953-55), and area supervisor for 17 years. With the exception of the years spent in foreign service, Derr was Area Supervisor of Susquehanna County from 1933-1957.

Derr is a member of Alpha Tau Alpha, and was Advisory Council Chairman of the Pennsylvania Future Farmers of America from 1946 to 1952. He replaces V. A. Martin, recently retired. □

Cover Picture

This picture is a typical scene of a group of agricultural education trainees in study. The group is going over the score cards for the Bozeman Winter Fair judging events. Trainees get considerable experience putting on competitive events in the field of livestock, crops, farm mechanics, and leadership.

Pictured in the group are Ronald Black, Jay Anderson, Ken Owen, Tom McCormick, and Jack Alles of Montana State College.

The room is used as a student study and conference room, and contains the agricultural education professional library. □

Deadline Dates

August 15—All FFA State Association Reports due in National Office.

Bunger Now Heads Vocational Education In Colorado



Al Bunger

Al Bunger assumed the key leadership position in vocational education in Colorado, of State Director. In February, 1956, Al Bunger moved from state supervisor for Agricultural Education in Colorado to State Director. The former director, Comstock, retired and left at once on an important assignment in Iraq.

Al brings many years of professional experience to this position. Starting as a teacher of vocational agriculture in the community of Palisade, Nebraska, following his graduation from Colorado A & M College in 1929, Al Bunger began a colorful and useful tour of service to vocational education. He taught at Oshkosh, Nebraska, 1930-33, which, we remember, was the bottom of depression years. Things were desperate in those years and vocational teachers were looked to for leadership in that very important C.C.C. Program. It became Al's role in this emergency program to serve as educational advisor for C.C.C. in Colorado during the years 1934 to 1940. In 1941, L. R. Davies called Al into the position of Assistant State Supervisor where he served until 1943, at the death of Mr. Davies. Then Bunger took the position of state supervisor for agricultural education. For thirteen years vocational agriculture in Colorado grew and developed under the leadership of Al Bunger.

Al married his college sweetheart; they have two children, both of whom are married, and in July Al Bunger is to assume a new station in life, that of granddad. We know he will take this in stride as he has numerous other responsibilities.

During the years of professional life, Al has been active in professional, religious and social groups. In displaying these professional ties the initials are used in the interest of brevity: A.V.A., C.E.A., C.V.A.T.A., N.V.A.T.A., N.R.A., N.A.S.D.; he is a member of the Methodist Church; he belongs to the Masonic Order.

The years ahead look bright for vocational education in Colorado for Al Bunger has taken the directorship responsibility with serious intent of giving it aggressive leadership. □

Foster Becomes Assistant State Supervisor In Colorado



Paul Foster

Paul Foster came into the position of assistant state supervisor in August, 1956. Prior to this time Paul was teacher of agriculture in Rifle, Colorado, where he served eight years.

Following graduation from Mesa High School in 1936, Paul attended Mesa College for two years, then entered Colorado A and M College for two years. The interruption of his college training was for military service.

Military service took five years of Paul's time; he served with the 168th Field Artillery, 86th Infantry Division.

At the close of World War II, Paul returned to college, completed his work for the B.S. degree and began his professional career. He married in 1945 and has three boys.

He is a member of the professional organizations C.E.A., C.V.A., C.V.A.T.A., N.V.A.T.A. and A.V.A.

Paul has been assigned particular responsibility for assisting teachers on the western side of the Rocky Mountains. Prior to Paul's appointment, adequate supervision of these hard-to-get-to-schools was difficult to provide. Paul has his office at Rifle, Colorado, and thereby avoids the 300-mile trip from Denver through the mountain passes before he reaches what is called the western slope country. □

Linson Now Supervisor of Agricultural Education In Colorado



Marvin Linson

Young men with good records who are qualified are rapidly moving into positions of leadership in agricultural education and the case of Marvin Linson is no exception. Marvin took the position of state supervisor in March 1956 after having

served three years as assistant state supervisor and executive secretary for FFA in Colorado. Marvin knows the program of agricultural education thoroughly for his previous position took him into every corner of the state.

Graduating from the University of Nevada in 1942, Marvin began as a teacher of vocational agriculture and

(Continued on page 47)



SOILS AND SOIL FERTILITY, second edition, by Louis M. Thompson, illustrated, pp. 451, published by McGraw-Hill Book Company, Inc., New York. Price, \$6.50.

Soils and Soil Fertility is designed for use as a college text in beginning courses in soils. Teachers of vocational agriculture would be interested in it mainly as a specialized reference for use with adult groups and individuals who wish to go into a detailed study of soils. Chapters are included on Physical Properties of Soils; Soil Moisture; Organic Matter; Chemical Composition of Soils; Soil Formation and Classification; Clay Minerals, Acidity, and Alkalinity; Liming; Nitrogen; Phosphorus; Potassium; Fertilizers; Farm Manure; Sulfur and Minor Elements; Variations in Plant Composition; Crop Rotations and Soil Fertility; Soil Erosion and Its Control.

Louis M. Thompson is Professor of Soils and in charge of the Farm Operation Curriculum, Iowa State College.
—A.H.K.

THE FARMER AND HIS CUSTOMERS by Ladd Haystead, pp. 99, illustrated, published by University of Oklahoma Press, Norman, Oklahoma. Price \$2.75.

This book is a thought provoking treatise regarding the place of farming in our total society and economy. The author shows the relationship between the farming industry and the city economy. All who are interested in the present and future position of farming will find the book interesting and stimulating. He considers such questions as: Who are getting rich on the high cost of living? What becomes of the consumers' dollar? What do consumers think? What are the thoughts and positions of farmers?

Ladd Haystead is a farmer who in addition serves as a consultant on agriculture for a number of organizations.

—G.B.J.

New Young Farmer Publication

Unwise decisions by young farmers while getting established are especially costly in this period of rapidly changing farm technology and heavy capitalization of agriculture, according to a new publication of the Office of Education, Department of Health, Education, and Welfare.

Classes to help prevent such mistakes are described in the booklet, "Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers."

The publication discusses plans for

Instruction in - - -

(Continued from page 43)

Table 3. The Suggested or Required Credit Hours in Curricular Areas for the General Agriculture Degree

Curricular Areas	Average Number of Semester Hours Required	Range
Animal Science	11.8	6 - 23
Plant Science	8.2	3 - 16
Electives (free)	6.3	0 - 21
Agricultural Economics	4.1	3 - 12
Agricultural Engineering	3.7	0 - 10
Average	34.1	2.4 - 16.4

humanities with social sciences suggested and/or required in institutions with and without all-university schools points up this difference.

Summarizations and projections will be made in the second article in the series which describes other aspects of the total programs. □

Table 4. A Comparison of the Number of Semester Hours of Humanities and Social Science Required in Institutions with and without Formal Programs of General Education

Type of General Education Program	Suggested Humanities	And/OR Required Social Science Hours
General Education concentrated in school division or department ...	16.1	10.4
General Education informally provided through regular curriculum	8.5	7.9

Linson Now - - -

(Continued from page 46)

served as such in Colorado, North Dakota and Nevada. His last post as teacher of agriculture was at Fort Morgan, Colorado, a school from which has come other leaders in agriculture education, namely, Elmer J. Johnson, Pacific Regional Agent and Irvin Elliott, former assistant state supervisor in Colorado. In 1951, Marvin was granted his Master's Degree from Colorado A and M College. His Master's report was titled, "Academic Achievement of Vocational Agriculture Students."

Under Marvin's leadership, all look forward to a period of dynamic growth stemming from a young man's outlook and a cooperative approach to administration.

He is a member of C.V.A., C.V.A.T.A., N.V.A.T.A., A.V.A.; the Denver Agricultural and Livestock Club and B.P.O.E.

Marvin is married and has a daughter. □

systematic programs of instruction conducted by local boards of education. Eligible are young out-of-school farmers.

These programs tackle such topics as how to divide farm income between family living needs and expansion of farm business, how much credit is necessary and how rapidly to pay off debts, and how to increase farm production. This type of vocational education also includes individual on-the-farm instruction for some class members.

The Office of Education publication was prepared by H. N. Hunsicker, program specialist in agricultural education. It can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 45 cents a copy.

Inform people - - -

(Continued from page 45)

letters, radio, and T.V. During the school year you are surrounded by people, and whether you publicize or not, hundreds of people know where you are and what you are doing. During the summertime, without publicity, you are a vague personality whose whereabouts is shrouded in mystery. Publicity during the summer is a must! Most of your news articles will be about your boys but everyone knows that if FFA boys are in the news, you are on the job.

Summer work is the very heart of the Vo-Ag program. This is so because summer is the most important farming season, and because our boys are out of school and farming all day long. Therefore, let us resolve to do everything in our power to strengthen our summer program. Probably not much is needed in improving the actual work we are doing. A great deal needs to be done in acquainting administrators, other teachers and the public about what we are doing. □

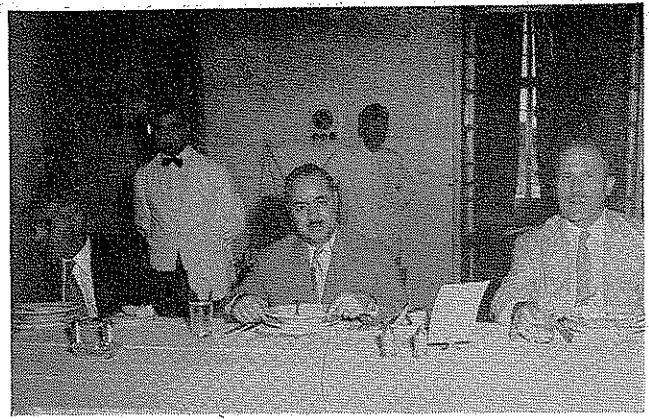
Time to Renew?

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Dr. A. M. Field (left), Professor Emeritus and former head of Agricultural Education at the University of Minnesota, is being honored at the annual banquet of the Agricultural Education Club. With Dr. Field are G. R. Cochran, Minnesota State Supervisor of Agricultural Education, and Dr. A. W. Tenney of the U. S. Office of Education.



Dr. J. H. Lintner, formerly of the supervisory staff in vocational agriculture, is shown at a luncheon with officials of the Ministry of Education at Baghdad, Iraq. Left to right are: Dr. Kaldron, Director General of Education; Kapel Kenna, Minister of Education; and Dr. Lintner.

Stories In Pictures



President Vyril Rush and Sentinel Charles Kelly of the Oberlin, Kansas, FFA Chapter are selling peanuts to School Superintendent H. G. Mahon as a part of their community service activities to raise funds for the polio drive.



An excellent example of combining good public relations with good teaching. Members of the Bremond, Texas, FFA Chapter, as a class project, construct an FFA monument near the main highway. Such monuments, constructed from concrete blocks, are becoming numerous in Texas and their attractiveness is focusing considerable attention upon FFA chapters throughout the state. Plans for the monument are obtainable from the Department of Agricultural Education at Texas A & M College. Cost of constructing such a project is very reasonable. (Photo by J. D. Gray, Texas A & M)



Members of the FFA queen's court at Ohio State Fair are shown at the entrance of a new youth center which provides dormitory space and a large cafeteria and meeting room for junior fair activities at the Ohio State Fair.

