The AGRICULTURAL EDUCATION Magazine

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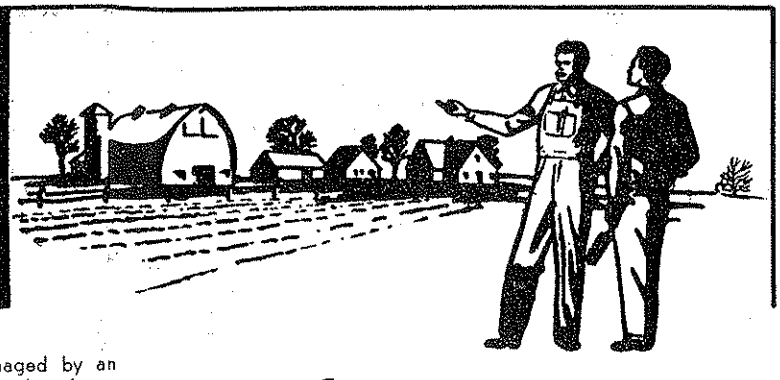
Featuring— Agricultural Education in the Years Ahead

The Agricultural Education Magazine



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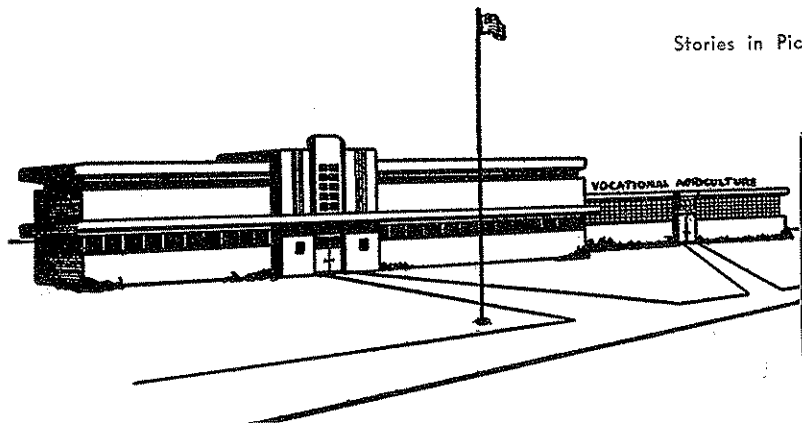

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These Forty Years

JAMES H. PEARSON, Assistant Commissioner for Vocational Education, U. S. Office of Education

After forty years of vocational education in agriculture, since the passage of the Smith-Hughes Act of 1917, it seems appropriate that there be a review of some provisions in the Federal laws regarding the use of funds for such education and an appraisal of the need for the program. Having been interested and concerned with the program in some capacity since its inception there are two basic provisions in the legislation that to me have endured with great significance —teacher training and directed or supervised practice.

Teacher training recognizes the fact that the teacher *is the* key person in the program. There is a provision in the Smith-Hughes Act that a specified amount of the teacher-training funds are to be expended for teacher training in agriculture. Teacher training is considered to be of such great importance that it is a condition for receipt of grant funds. This is to help ensure that there are persons qualified to serve as teachers.

During the forty years there have been significant developments in the teacher-training programs. For a long period of time in order to qualify as a teacher of vocational agriculture, the individual must have completed a minimum amount of technical courses in agriculture and professional courses in agricultural education in a recognized institution. This has helped assure that there is scope, depth, and quality in the instuctional program of vocational agriculture for both high school students and young and adult farmers. In developing the teacher-training program it is recognized that the person preparing to teach should have experience as a teacher. Therefore, supervised teaching programs are now providing the trainee with first-hand experience of the type needed when employed as a teacher.

There are systematic programs in the States for in-service teacher training where teachers can take advantage of opportunities for technical and professional improvement. Technological advances and other developments in farming are as challenging to the teacher as to the farmer himself. Failure to keep up to date is a risk neither the farmer nor the teacher can afford. It is doubtful whether any other field of education has provided comparable pre-service and in-service teacher training as that being made available to the teacher of vocational agriculture.

Directed or supervised practice on a farm is a means of organizing and coordinating the interests

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From the Editor's Desk . . .

No Students Here, Teacher, Only Some Young and Adult Farmers . . .

Facts often carry less weight in an argument than emotions. This may be part of our difficulty in dealing with the question of the future of vocational education in agriculture. Our fears regarding job security may be outweighing our facts or affecting our interpretation of the facts we do have.

We seem to feel that our security depends on having enough high school students in the federally reimbursable vocational agriculture programs to justify employment of a teacher full time. In order to obtain these students, we are apparently willing to try to provide in a single program preparation for the great diversity of non-farm agricultural occupations. The idea is attractive but it has small chance of success. The statistics regarding opportunities for employment in non-farm agricultural occupations have misled us because they are based on national and state needs for persons with all levels of training. Some community studies by teachers of vocational agriculture have revealed that the opportunities in non-farm agricultural occupations for the the high school graduate are almost non-existent for any one community or school district in any one year. The opportunities about which we talk the most require post-high school preparation. The tenure of persons in those jobs which do exist is long. Add to the above facts some serious thought regarding the great differences among the various non-farm agricultural occupations as to the kind of work done and one can see that the high school vocational agriculture program could not provide preparation for them. The result of such an analysis as the above also indicates that we would find few extra students.

Actually, we would probably gain no students since the only requirement we now have for enrollment in vocational agriculture is that the students have farming programs and some advocates of the inclusion of training for non-farm agricultural occupations insist that this requirement be kept.

Perhaps it is time we stopped trying to base our futures on the numbers enrolled in our high school classes unless we wish to become involved with non-reimbursable programs of agricultural education for persons who do not have farming as a vocational objective. Such programs are also needed.

Perhaps it is time we started to develop programs—complete programs of vocational education in agriculture—for all persons in our communities who are

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A bold look into the future

Vocational Agriculture at the Crossroads

E. V. WALTON, Teacher Education, Texas A. & M. College

E. V. Walton

THIRTY years ago a most remarkable automobile was made in Detroit. It captivated America. It was a tough, long legged little car possessing many of the virtues and a few of the vices of the car it replaced. Its mechanism was simple. Any shade tree mechanic could make the few repairs it ever needed with a knuckle buster wrench and a pair of pliers. Its gas economy was noble and it thrived on adversity. It sold by the millions but it took only 12 years for it to become obsolete. Times and economies changed. Roads were improved and soon that vehicle belonged to yesterday. Forty years ago one of the soundest educational programs ever to be launched in America was established under the provisions of the Smith-Hughes Act. Vocational agriculture was born and nurtured to health on the basic provision ". . . to establish young men in farming."

The methods, procedures, and standards which brought vocational agriculture to the peak of educational respectability were good. Patterns developed in vocational agriculture began to be adopted in other areas of education. Many of those elements are still good and always will be.

Today vocational agriculture is approaching the crossroads. Our guiding purpose ". . . to establish young men in farming" is obsolete. Obsolescence is an illness which can become fatal and it behooves us to look to the cure . . . Now!

Change is the only sure thing in a dynamic society. Change and progress can and do make most man-conceived and man-fashioned things obsolete. America is in the process of a social and economic revolution. It is always true that in the process of revolution many good and cherished things are swept away. We may deplore the change from an agrarian economy to an industrial economy but we cannot change it. We may be nostalgic about the passing of the model "A" but few of us would buy it today.

What Is Happening?

Let us take a look at some of these changes apparent today and let us be bold enough to peer into tomorrow. These are the developments which shape our times and dictate the necessity of making vitalizing adjustments:

1. Our rural population is declining. Only 13 percent of the nation's population is needed to produce a surplus of food and fiber on our farms. Tomorrow only 5 percent may be needed and the day after tomorrow 2 percent may be able to do it. Simply put, this means that few replacements are needed and if the establishment of young men in farming is the *only* function of vocational agriculture we could close 90 percent of the departments of vocational agriculture in the United States today.
2. Texas is becoming the industrial giant in the nation. Cities shall become larger and more congested. Industry can, is, and will continue to attract large numbers of our remaining rural youth and adults. Over a million of the nation's 5,000,000 farmers have cash incomes of less than $1,000.00 per year. These people cannot and will not stay on the farms. Politically, we have about abandoned the idea of helping them remain on the soil. Educationally, we can assist them to make transition.
3. The middle sized or "average" farm will disappear. Farms will and are becoming large scale businesses operated by people with a high level of business, scientific, and managerial ability. Paradoxically, the number of small acreage part-time farmers will also increase. An increasing percentage of farmers in the nation are becoming part-time farmers with a major portion of their income derived from industry and business.
4. Automation is just around the corner for agriculture. Mechanization has enabled agriculture to crowd 200 years of progress into the last ten. One of the results of mechanization and automation in business and industry is a tremendous increase in leisure time. We have not yet learned to use it. We have literally hundreds of thousands of teen-agers on the farms and in the cities with nothing to gainfully occupy their time.
5. As a result of many socio-economic changes such as the ones already mentioned, we have a distressed and confused generation of youth. J. Edgar Hoover says, "Teen-age crime is the most pressing problem in America today." Juvenile delinquency increased 36 percent in 1956 in the United States. Rural or small town juvenile delinquency increased 58 percent in the same time. Although rural youth are not yet as "mean" as their city cousins, they are catching up almost twice as fast. They are mobile . . . they own autos. They read papers, watch TV and listen to the radio. An epidemic of vandalism in Chicago on Saturday may be imitated in Dallas by Wednesday. Any one hundred teen-agers gathered in the class rooms today are tomorrow's unhappy statistics . . . 27 percent with broken homes; 20 percent unhappy occupationally; 12 percent in need of mental treatment by age 30; and an undetermined criminal percentage.

A Bold New Look

This quick look around the corner of tomorrow calls for a bold new look at our program. We can ill afford to worship academic sacred cows. We must be willing to make change, forsaking the obsolete and at the same time holding fast to the excellencies of the proven.

First let us face these facts. If we are not already under fire we soon will be. How much longer will it be until some economy minded politician will cry, "Cut the appropriation for vocational agriculture! *We don't need excess farmers.* If the purpose of vocational agriculture is to train young men for the business of farming let's

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What About Training for Agri-Business in the High School?

Research Provides Some of the Answers

O. E. THOMPSON, Teacher Education, University of California

No other issue in agricultural education is receiving the thought and discussion given to the question of training students in agricultural business. Some leaders claim that any need for such training is largely local. On the other hand, there are indications that the need exists throughout the nation. In most instances, resolving the problem has not yet progressed beyond discussion by leaders in agricultural education and by certain persons closely allied with this field. What is the effect on the instructor of vocational agriculture?

Needless to say, it has had little effect on many teachers; but others are much concerned. Most instructors, deeply interested in their work, feel obligated to present a program that will give their students the best possible preparation for careers in agriculture. In general they realize that some students cannot or will not enter farming directly from school, but instead will take jobs in agricultural businesses. So we are faced with a problem: How can we incorporate business training into the agriculture curriculum and still have a program that meets the standards for reimbursement from state and federal funds?

Before suggesting what might be done, let's first consider to what extent the high school program can provide training in this field.

The following information is drawn from a study recently completed by the author. The study, covering 14 agricultural centers in the state, involved interviews with 327 managers of agricultural businesses that hire persons trained in agriculture. Among other things, each employer was asked what educational background, in his opinion, was necessary for each of his jobs that requires training in agriculture. It was found that these jobs fit logically into four categories: semi-skilled, sales, consultants, and supervisory-managerial. These categories were used throughout the study in stratifying the data.

What Education Do Employers Recommend for Each Level of Employment?

Educational achievement has become accepted more and more as one of the major criteria for employment in these businesses. In fact, Table 1 shows that fewer than one percent of the company representatives indicated no concern as to the highest grade reached by prospective employees.

Table 1. Educational Achievement Desired for Each Level of Employment (Responses from 327 employers)

Levels of Employment	Minimum Education Desired for Entry					
	H. S.	Jr. College	Bachelor's	Master's	Ph.D.	Doesn't Matter
	(% of Employers' Responses)					
Semi-skilled and skilled	71.9	26.2	1.4	—	—	0.5
Sales Persons	10.2	57.6	30.7	0.5	—	1.0
Consultants	2.0	9.1	78.8	7.1	2.0	1.0
Supervisory or Managerial	4.5	38.1	55.1	0.9	0.6	0.6

It can be readily seen that schooling, if it is terminated at the high school level, will perhaps restrict the type of job the student will be qualified to take. If he aims for the skilled worker category (feed mill operators, farm machinery repairmen, general shop foremen, machinery maintenance men, and other skilled positions that require training in agriculture mechanics or science), a program terminated at the high school level will be considered adequate in about three fourths of the companies. One fourth of the companies hiring skilled employees recommend junior college training.

Few persons are considered qualified for sales, consulting, or supervisory work without training beyond high school. It was found that employers feel junior colleges can make a genuine contribution to those planning to enter sales work. Likewise, training at this level can assist those preparing for supervisory or managerial positions.

What Technical Training in Agriculture Is Needed and Where Should It Be Obtained?

It is logical to expect that different types of jobs would need different emphases in the agricultural curriculum. This is quite evident in Table 2.

Semi-skilled and skilled employees have an obvious need for shop skills and less need in other training areas than do the other three groups. Instruction in crop production is second in importance for the skilled group. The requirements for specialized agricultural training for the other three categories of employment tend to be similar, with the greatest demand for training in crop production, and less—but about equal—emphasis in shop skills, animal production, and agricultural economics. The emphasis on crop production could mean that these employees are working primarily with farmers in crop producing areas.

What Special Training in Addition to Agriculture Is Needed by These Employers?

As employers were interviewed, comment on a need for training in business was prevalent. Their opinions on the specific kind of business

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Table 2. Agricultural Training Needed by Employees (As indicated by employers)

Levels of Employment	Areas of Agricultural Training Needed			
	Shop Skills	Animal Prod.	Crop Prod.	Agr. Econ.
	(% of Employers' Responses)			
Semi-skilled and skilled	74.1	22.4	39.7	11.6
Sales	36.0	36.5	60.1	40.4
Consultants	34.4	20.4	61.3	40.9
Supervisory or Managerial	50.8	35.7	62.3	48.8

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cut the appropriation and make it realistic!"

We are now under fire in the educational pendulum swinging which is current today. The hue and cry is to create a nation of junior Einsteins. The only way to do this, critics say, is to cut out the vocational la-dee-dah and teach more math and science.

If we face these view points and if we believe in our program there is a defense. It behooves us to look to our powder . . . Now! . . . Not when our ramparts are crumbling under the onslaught of attack. There is no time for a siesta at San Jacinto.

We can have a program which is more vitally important than it was 40 years ago. Here are some things we can defend with integrity.

Ten Point Program for Vocational Agriculture

1. *Vocational agriculture is the propagation bed for tomorrow's college trained agricultural leaders and scientists.* The nation needed 15,000 college graduates in agriculture this year . . . and got less than 7,000. The shortage will be more acute next year. When and if global war comes, the difference between the United States and Russia will not be in technology but in agriculture! It behooves us to "pack the difference."

2. *Vocational agriculture can provide agricultural understanding and appreciation for a large part of the 87 percent of the people who live in cities* and whose votes could wreck the structure of the nation's appropriations for agricultural research, education, and teaching. Tomorrow the percent of city dwellers may be 95 percent and they will be one or more generations removed from the farms. Without proper understandings and appreciations of the problems of agriculture, results could be disasterous.

3. *Vocational agriculture can provide useful objectives, gainful self employment, and a sense of achievement for thousands* of idle perplexed youngsters through the supervised farming program.

4. *Vocational agriculture can provide the best possible training for citizenship and leadership* through the Future Farmers of America program. The quality most desired by both business and industry is leadership, initiative, and willingness to work.

5. *Vocational agriculture can provide business and management training* through the supervised record keeping and productive project programs. Ability and appreciation of principles involved in business training are badly needed by even a good filling station attendant. Where can these things be better learned than in conducting a business of your own?

6. *Vocational agriculture can provide the basic skills in the use of shop tools* of all kinds. One million farm families will migrate off the farms within a few years. Industry will have a better place for them if they have basic shop skills.

7. *Vocational agriculture can develop or at least start to develop the scientific and applied abilities tomorrow's* farm producers will need. It seems likely that a high percentage of the actual producers of tomorrow will be college graduates. Agricuture is big business. The few people we will need must be well trained. Three or four years of vocational agriculture plus some college training will be a must for farm operators.

8. *Vocational agriculture can provide preliminary training for young men and women employed in agricultural production and agricultural industry.* Few people know that 40 percent of the 60 million people employed in America are employed in agricultural business, industry and production. A student with three years of vocational agriculture will make a better agricultural chemical salesman than one who did not receive this training.

9. *Vocational agriculture can and does provide a stronger supporting field for math and science* than any other subject in high school. A math or science student finds vocational agriculture an applied laboratory for these subjects in his supervised farming program.

10. *Vocational agriculture can provide the organizational ability to assist adult and young farmers* in the highly complex science and business of farming or becoming established in farming. Although fewer in numbers, they must be geared to fill the mouths of our coming millions.

Our Front Line of Progress

These ten points can be our front line of progress. In order to carry them out we need to do the following:

1. Revise our basic concept to read, "To establish young men in farming and related agricultural occupations; to provide the understandings and appreciations of agriculture needed by the nation's citizenry."

2. Make our ten-point program known to and understood by the taxpayers who support our program.

3. Strengthen our supervised farming and Future Farmer programs in order that their objectives shall become apparent, real, and meaningful.

4. Revise our curriculum to provide more shop training, vocational guidance and business and economics training. This might mean less emphasis on production in the 2nd and 3rd year.

5. Provide the organizational guidance for more and better young farmer and adult education. Specialists in business, industry, and professional agriculture are available. The vocational agriculture teacher can attempt *less actual teaching* to highly skilled producers and concentrate on organizing and providing resource persons for such teaching.

The challenge to vocational agriculture is tremendous. It can be met with honesty and with pride enabling those who come after us to look back on another era of progress with the same sense of achievement that we look upon the past.

Voltaire said, "The most powerful force which can be released in this world is an idea whose time has come!"

No man knows the time . . . the right time! It may be now. Let us hope it was not yesterday. □

No Students Here - - -

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farming or who plan to farm. If a program of vocational education in agriculture for high school boys who can have farming programs, for young farmers, and for adult farmers does not provide sufficient justification for the full-time employment of a teacher then there should probably be no full-time program of vocational agriculture and, in all probability, there will be no full-time vocational agriculture program regardless of what we may try to do.

If we stop this frantic scramble for high school students, we may discover that young and adult farmers also can be counted as our students.□

What About - - -

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training needed for each employment category are summarized in Table 3.

The musts in business education for the skilled group and the consultants are similar. Likewise, those in sales and the supervisory-managerial categories have similar needs. Although there are differences in emphasis, business education is important to all groups of employees. Most of the semi-skilled group can be trained in high school; important studies are salesmanship, customer relations, business accounting systems, credit, mortgages, and loans. Many of those in sales can be trained in junior college; their subjects would be the same, employers indicate, but more extensive.

Table 3. Business Education Needed by Each Level of Employment

Business Education Areas Needed	Level of Employment			
	Semi-skilled	Sales	Consulting	Supervisory or Managerial
	(% of Employers' Responses)			
1. Salesmanship, Customer Relations	65.5	93.1	61.3	91.9
2. Business Accounting Systems	42.7	71.4	35.5	81.8
3. Credit, Mortgages and Loans	25.4	66.0	29.0	76.4
4. Principles of Business Operations	22.0	59.1	33.3	77.4
5. Merchandising	19.4	41.9	18.3	46.1
6. Business Organization	1.7	6.4	8.6	15.2

What implications do these findings hold for school administrators and teachers of agriculture?

1. Businessmen who require agriculturally trained employees are interested in the educational level an employee has achieved. They are also interested in the areas of agriculture studied, the kind and amount of experience, and the kind and amount of business training.
2. In general, the educational level attained may limit the level of initial employment and the promotions possible.
3. Employers are interested in helping plan educational programs for prospective employees as well as providing work experience for many while they are still in school.

Recommendations

What can the teacher of agriculture do about training for agricultural business? It appears that alternative courses of action should be suggested, depending on whether or not the program is to qualify for Smith-Hughes or other federal funds provided for vocational education. Suggestions here presented apply only to the reimbursed vocational program in the high school.

1. Since managers prefer a background in agriculture, the current vocational agriculture program with a supervised farming program should be encouraged. It can easily provide the farm experience many employers rate as important.
2. As part of, or in lieu of, one or two years of the customary supervised farming program, the student should be encouraged to obtain part-time or summer employment in a non-farm agricultural business concern for experience in the field in which he is interested.
3. Students preparing for agri-business careers should receive liberal instruction in farm mechanics, with emphasis on the skills needed by skilled employees in the agri-business field.
4. Agricultural students, to the extent possible, should be encouraged to take electives in such business courses as salesmanship and general business.
5. The teacher of agriculture who expands his program to include agri-business training must reorganize his own teaching objectives. Although continuing to orient his program toward farming, he must allow for those who will use this training for non-farm employment in agriculture.

Where schools are not interested in qualifying for special vocational funds and the primary objective is not training for farming, the following type of program should be considered.

1. Establish a curriculum in agricultural business that gives about equal emphasis to agriculture and to business education. A total of 6 to 8 of the 16 to 20 units ordinarily given in high school should be devoted to this program.
2. The agricultural courses should be general, with emphasis on crop production. Single-period classes for two full years (2 units) would perhaps be sufficient. Students without farm experience should be provided an opportunity to acquire this while studying agriculture.
3. Farm mechanics should also be offered in a single-period class for possibly 2 years (2 units). The course content in farm mechanics would be appropriate training for skilled jobs with agricultural business concerns and not necessarily for farming—though many of the skills may be the same.
4. The business-training program should have two phases: courses in business, and actual experience in agricultural business under supervision of school and employer. A desirable balance might be three units of course work and one unit of work experience. The course work, which should be scheduled during the 11th and 12th grades, should include such subjects as salesmanship, finance, credit, accounting, and general business. The experience program should perhaps be during the 12th grade year, or in the summer between grades 11 and 12. It should be supervised by a person trained in coordinating work experience programs to ensure that it becomes a truly learning situation.
5. A high school placement service is desirable and should be encouraged. Studies show that employers would like to go to the high schools for new employees.

Each of these proposals, of course, assumes that the teacher has justified the need for this kind of training in

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Vocational Agriculture Is Good Training For the Part-Time Farm Student's "Other Vocation"

DALLAS CORNETT, Vo-Ag Instructor, Pleasant School, Marion, Ohio

Most of the boys who desire training in vocational agriculture in Marion County, Ohio, rural high schools do not plan to be full-time farmers. At least only 30 percent of those interviewed wanted to be full-time farmers.

Two hundred and twenty-six sophomore and junior boys of the Marion County, Ohio, rural high schools were interviewed by the writer in May of 1957 as to their vocational choices. Sixty-two percent (106 boys) desired vocational agriculture.

Thirteen boys or twelve percent of the 106 boys desiring training in vocational agriculture planned to go to college. Fifty-three boys or fifty percent of those desiring vocational agricultural training wanted to be part-time farmers.

These figures seem to indicate that if the desires of these boys are to be met, vocational agriculture in Marion County, Ohio, should train for part-time farming. However, the boy who desires to be a part-time farmer also has a need for being trained in his primary vocational choice.

Marion County and Its Schools

In order to better understand these problems and to work out possible solutions, it seems necessary to present some of Marion County background and the course offerings of its schools.

Marion County, Ohio, is strong in industry as indicated by the fact that the county seat, Marion, Ohio, is known throughout the world as the "Shovel City" because of the production of power shovels. Many other industries in Marion County make it a rich industrial county. Marion County is also wealthy in agricultural products for the soil is rich and the topography is level.

The relationship of rural to urban interests might be indicated by the fact that the county school system has one school with grades one to eight, and ten schools with grades one to twelve that enrolled a total of 3,517 pupils in 1955. This number may be compared to a total of 6,407 in the Marion City Schools. Marion City is the only large town in Marion County.

Marion City High School offers vocational training in machine shop, auto mechanics, home economics and distributive education along with industrial arts and the general college preparatory course.

Of the ten Marion County Rural High Schools, all offer college preparatory courses, home economics and vocational agriculture. Two of the rural high schools offer industrial arts.

The survey was made with only boys in the rural high schools of Marion County. The comparison of school course offerings show that the Marion City School System presents no vocational agriculture training while the rural schools offer no vocational trades and industrial training. This might be a satisfactory arrangement if students from the city who wanted to study vocational agriculture could be transported to a county school and the rural school students that wanted trades and industrial training could be transported to Marion City Schools. However, under this plan, the boy who wanted to be a part-time farmer would have to make a choice of vocational training. Furthermore, problems of administration and student selection would prohibit this plan from working very well.

Vocational Choices of Future Part-Time Farmers

The writer examined the vocational choices of the sophomore and junior rural school boys who desired to be part-time farmers. These results are listed in Table I.

Table I shows that of 46 boys who desired to take vocational agriculture and be part-time farmers, many varied interests were represented. Yet, as we examine these interests, it appears that the trades listed could almost represent a "Course of Instruction" in vocational agriculture.

Why shouldn't vocational agriculture give a strong basic program in auto mechanics, general shopwork, and most of the other vocations listed in Table I? These vocational choices are basic skills needed in full-time farming. These skills would also fit into the training for part-time farming and give the student exploratory experience in skills needed in his *"other vocation."*

In the case of the boy who wanted to be a part-time farmer, these basic

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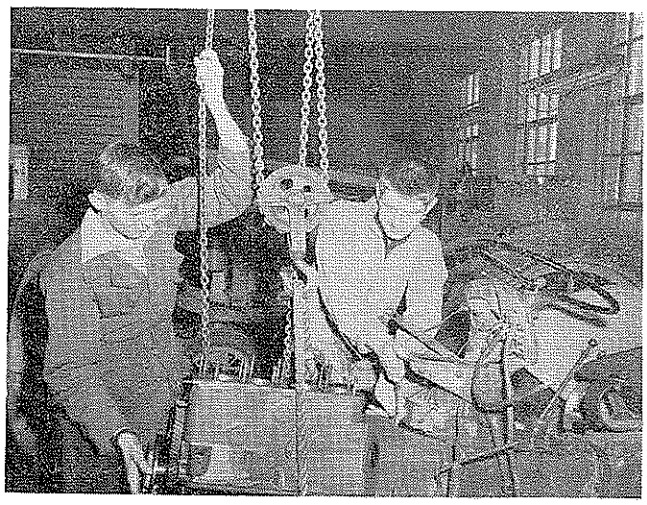

Boys overhauling an FFA tractor.

Table I. Vocational Choices of Sophomore and Junior Boys in Marion County Rural High Schools Who Desired To Be Part-Time Farmers, 1957

Area of choice	*Number*	*Percent*
Professional	8	17.5
Auto Mechanic	8	17.5
General Shop Work	7	15.0
Machine Shop	3	6.5
Carpentry	3	6.5
Services	3	6.5
Electrical Trade	2	4.0
General Clerical	2	4.0
Distributive Occupations	2	4.0
Drafting	1	2.5
Plumbing	1	2.5
Welding	1	2.5
Others	5	11.0
Totals	46	100.0

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exploratory skills could culminate in actual on the job *"work experience"* in the area of his *"other vocational"* choice.

This *"work experience"* could be a part of the vocational trades and industrial education program called Diversified Cooperative Training. It might also be summer work in this area.

In areas where trade and industrial education could not supervise the part-time farm boy in his *"other vocational"* experience, vocational agriculture might do it with their help.

What Has Been Done in Pleasant School

In the writer's local school of Pleasant Township, an attempt has been made to meet this problem. The picture shows boys working on overhaul of an FFA Ford tractor. Shop experiences are integrated throughout the four years and an attempt made to allow the individual to go as far in his specific interest as time will permit. Community resource people are used to increase depth of learning.

This year there are 61 boys in the department of which 49 have interest in part-time farming. At the suggestion of District Supervisor D. R. Purkey, Lawton McClintock, a vocational agriculture instructor who has had considerable machine shop experience, was added to our faculty this year.

The freshman and sophomore classes are split. This allows the full-time and part-time groups to be separated. It has already been found that this developes more skill and understanding in the time allowed. One teacher takes the juniors and one the seniors. The instruction of juniors and seniors is planned on the unit basis.

It has not always been possible to place our seniors in worthwhile on-the-job work experience situations but the program is made flexible enough to permit this type of training if it is possible. Several seniors have profited by working in garages, elevators, machinery companies, etc. Experience so far has been to give "work experience" training only during the last twelve weeks of the senior year.

The program has been fluid in order to try to work out the best ideas. The program is being developed around the unit instruction idea and interchanging of classes by the teachers so that each teacher can specialize in certain shop areas.

We hope that we are headed down a road that will benefit our students in their part-time farm operations and in their vocations, and that we don't run into too many detours. □

These Forty Years - - -

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and activities of the student, family, community, school and teacher. It is recognized for its many values ranging from an interest factor in learning, establishment in farming, to improvement in farming practice. In the farming programs there is objective evidence of the abilities and skills that have been acquired by the students. The former high school students have become outstanding farmers in their communities. They are proficient in farming and take an active part in the leadership activities that are essential in rural living. This evidence has been a basic reason why there has been public acceptance and support of the program and this support will continue as the farming programs are kept practical.

There are many developments affecting farming that are generally known to the public. During these forty years there has been a decline in the number of farms and the percentage of the population living on farms. There are some who use this as a basis for an assumption that there is less need for vocational education in agriculture. A projection into the next forty years reveals many interesting trends. Each year there will continue to be lost to farming thousands of acres of farm land. At the same time there are more people to be fed and to use farm products. Fewer acres must produce more for the increasing population. At the same time there must be conservation of natural resources in the interest of the general welfare. This was one of the basic reasons for the original Federal legislation providing for grant funds for vocational education in agriculture. It would seem constructive to accept the fact that fewer farmers in the years ahead will need more skills and abilities to cope with the farm complexities and that their development will require more systematic instruction than that now being provided.

I want to close this statement with full tribute to the 10,000 teachers of vocational agriculture and the thousands who have been such teachers. It has been their dedication to a cause that has resulted in an outstanding educational service to farm youth and the adults living on our lands. While there have been great accomplishments in the past, much greater challenges and needs are to be met in the years ahead. □

What About - - -

(Continued from page 31)

the local community, and it is presumed that neither proposal would be initiated without the guidance and direction of an advisory committee or council. Such an advisory group would include representatives from agriculture, business, industry, and the educational institution.

The many changes in agriculture have made it more and more evident that agriculture is more than farming alone. It is recognized that the success of today's farmer depends on the ability to manage his business efficiently as well as to produce specific crops economically. Similarly, the man who supplies the materials to the farmer or handles his produce needs to know how to run the financial aspects of his business as well as to handle the product economically. Though these concepts appear obvious, we have failed to incorporate them into the philosophy of agricultural education. Let's not hold back any longer. It should not be necessary for those outside this field to demand it. Why not have the move come from within our own field? □

Correction

Reporting FFA News, C. R. Rogers, was credited to the Iowa State College Press in the article by Paul F. Spraggs appearing in the May, 1958 issue of *The Agricultural Education Magazine.* This book is now being distributed by The Interstate Printers and Publishers, Danville, Illinois.

Scholarship in Agricultural Education to be Awarded

The American Vocational Association will award a $500 Agricultural Education Scholarship—sponsored by Prentice-Hall—to a college senior, vo-ag teacher, or other qualified person desiring to take graduate work in agricultural education. For full information, contact the head teacher trainer in your state.

C. C. Beam

A teacher voices his concern for the student with limited opportunity

Who Should Take Vocational Agriculture In High School?

C. C. BEAM, Vo-Ag Instructor, Herndon, Virginia

No doubt you have been reading and hearing a lot of talk on the requirements that a student should meet before he can be taken into a vocational agriculture class. The talk you have heard goes something like this:

"The student should have two or more projects in his first year with a well-rounded program including supplementary and improvement projects.

The second year, he should carry more projects than he did his first year, and increase the number throughout his third and fourth years along with his supplementary and improvement projects."

How many of your students can keep adding projects each year? If he should live on a dairy, livestock, fruit farm, or some of the other special type farms, how does he do this?

Students may have many projects, but these projects are frequently one acre corn, one acre hay, one cow, one hog, one acre tobacco, one acre wheat, etc. Surely these are a lot of projects and look good on paper.

This is the way I see it. If you select only students who are from a large farm (as you know, the number of farms is on the decrease, and the large farms are taking over) where they can carry a large number of projects and the so-called well-rounded program, you will have only a small number of students. If there aren't enough for a department, you may wind up with no agriculture at all. Only a small number from large farms will settle down on a farm and farm full time or go to college and take up agriculture of some kind. Most of the students from your large farms want to go into some other profession. If they should take up farming of some type, they will need someone to work on the farm as a laborer or tenant farmer.

This is where the poor boy, the one you would not take into your class because of his projects and his well-rounded program while in high school, comes into the picture. If you had taken this boy into your class he would have been better fitted to work on the farm as a labor hand or tenant farmer or whatever you wish to call him.

Some will say, "now that fellow will fit into your young farmer class, and you can teach him in night classes."

I am sure that every one who reads this has tried, at one time or another, to teach a mixed group of people, the type of class where some have had no previous training and others have had four years of vocational agriculture or one or more years of college work. Have you forgotten the group of veterans we had a few years past where some students had stopped school in the fourth grade and some had completed work all the way up to a college degree? It was not easy to teach that group because their viewpoints were so far apart. How many of those students, who were labor hands, would give their time going to night school when they knew that it would not mean any more money per month? So don't try to fool yourself that they will come and make a good student in your night class.

We have watched the number of Future Farmers of America grow, in the past few years, at the rate of about 10,000 or more per year and the number of farms decrease at the same rate or more. So how can they carry all the projects that are required? Also, with modern equipment, one man is doing the work that four or more used to do.

The last government report I read stated: "In the year 1900, 85% of our population was on the farm feeding the other 15% who lived in towns or cities, and today that picture has reversed itself, and look at the carry over we have each year."

In making the survey you may use this as an outline:

Number of boys left department in the last five years with one year or more of vocational agriculture.

Number of these boys now farming in some capacity.

Number of these boys members in Y.F. class.

Total enrollment in Y.F. Group.

Number of boys who wanted agriculture but could not get it and are now farming.

Have you ever thought of making a survey to see how many of your former graduates and drop-outs in the past five years are now farming? Another thing on which you should make a thorough survey is how many of your former State farmers and American farmers are now farming full time. Above all, check on the students you would not take into your class who are now farming as a tenant, share cropper or labor hand. Which number is larger?

Now let's take a look at the boys that we could not take into our classes because they could not keep the so-called "well-rounded program." The father of these boys could be a lawyer, businessman, etc., but lives on a small farm or lot where they cannot keep a project. He could be some poor man who is a share cropper, tenant farmer, or worker by the day and does not have a place to keep a big project; but he needs vocational agriculture very much. We tell him no, we cannot take him into our classes! We occasionally have a situation where we must accept the son of one of the "town fathers" while another boy with the same qualifications must be turned down. How are we to say what they will be when they grow up? What would they think of your program after they became men, and in the driver's seat, where they can do something about our program? Would they let the program stay in the school or put it out?

A few of you, who may read this article, have been teaching for 20 years or more and have seen boys

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Agricultural Education in Colombia, South America

RUFUS W. BEAMER, Teacher Education,
University of Tennessee*

Vocational education in agriculture, as an organized field of education, is relatively new in Colombia. It was not until 1941 that it was placed on a continuing legislative basis by the Colombian Congress. The law establishing the vocational agriculture schools also set forth the school's objectives and vested in the Government the power to establish the administrative services and to carry out the necessary plans with States and Counties for the accomplishment of the law.

Legal Provisions

The law provides for systematic instruction in agriculture for farmers and adult farmers, that is, organized instruction for adults and for in-school youngsters interested in becoming farmers. It also provides for the establishment of 4-C Clubs (Association of Future Farmers of Colombia), and local associations of young and adult farmers.

The 4-C Clubs were organized to stimulate interest in the solution of agricultural problems in the community; to create and develop a love for rural life; to improve agriculture in the community; to give students an opportunity to develop qualities of leadership; to foster sports, social and recreational activities; and, in general, to integrate the youth into the activities of the community. The 4-C's are taken from the Club's Motto which reads: Cabeza y Corazón para los Campos Colombianos. (Head and Heart for the Colombian Fields.)

Early Growth of Program

I am sure that the major elements of the program indicated above have a familiar ring to agricultural education workers in the United States. It seems correct to say that the general aims of vocational agriculture in Colombia, as indicated by basic legislation and government decrees, are about the same as those that have been pursued in the States over the years. One might wonder how this likeness in aims came about. Apparently it is due to the influence that the United States has had on agricultural education in Puerto Rico. Evidence supporting this thesis is the fact that agricultural education specialists from Puerto Rico were secured by the Colombian Government to assist in organizing and getting underway a program of vocational agriculture pedagogy for students studying agriculture. So, the lesson here seems to be that influence exerted in one country spreads to other countries.

The growth of the program of vocational agriculture in Colombia has been slow. There were in 1956, 38 vocational schools in the country enrolling 1,448 students. During the same year there were 3,281 adults who received organized instruction in agriculture. For these figures to have meaning one needs to realize that this is the basic agricultural education program serving a country of 13,000,000 people, 60 per cent of whom are rural, and a country whose economy is geared primarily to agriculture. It is the fifth largest country in the southern continent. It is about twice the size of Texas.

Agricultural Education Needs in the State of Valle

The writer's work in Colombia, for the most part, has been confined to the State of Valle—one of 16 States making up the country. Most of its territory is flat, forming the immense valley which gives it its name. It is one of the most fertile regions in the whole country—perhaps the world. It enjoys a medium spring-like climate in most areas the year around. Crist, in his book, *The Cauca Valley Colombia Land Tenure and Land Use*, describes the State thusly: "There are few places in the world so beautiful as the Cauca Valley, the level floor of which, beneath a blue, cloud-flecked sky, familiar to our childhood daydreams, seems wedged in for over a hundred miles between two rugged saw-toothed cordilleras (mountain ranges)."

Living in this State are approximately 1,200,000 people, 50 per cent of whom are rural. There are 59,000 farms in its boundaries with 75.9 per cent of the land area concentrated into 5.4 per cent of the farms.

What are the agricultural education needs of the State of Valle? It has been conservatively figured that the yearly replacements of farm operators and laborers will require the training of 7,500 persons. Approximately 60 teachers will be needed each year to teach agriculture in the primary, prevocational and vocational agriculture schools. Additional teachers will be needed for The Normal Schools. Students with farm interests and backgrounds are desperately needed by the Faculty of Agronomy.

The present program of agricultural education may be summarized as follows:

Type of School	*No.*	*Enrollment*	*Length of Program*
Prevocational Agriculture Schools	5	288	3-years
Vocational Agriculture Schools	4	102	2-years
Normal School	1	133	5-years
Faculty of Agriculture	1	140	5-years

One can quickly observe that there is a tremendous gap between what presently exists and what is needed when only replacement needs are considered. The gap becomes much larger when one considers the present backlog of untrained operators, laborers, and professional workers.

Present School System

To get a more precise picture of the agricultural education needs of the State, one needs a brief description of the existing schools. The prevocational school may give the student his first three years of education and qualify him for admittance to a vocational agriculture school. Actually, in theory, the prevocational school is supposed to take the student from where he is (one, two, or three years of primary education) to a point where he is qualified to enter a vocational agriculture school. By decree, the vocational agriculture schools are secondary schools and are supposed to admit students over 14 years old

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*Currently on leave from the University of Tennessee.

Employed by the International Cooperation Administration of the U.S. Government to provide technical assistance to the Government of Colombia in developing a program of vocational education in agriculture in the State of Valle.

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Agricultural Education - - -

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who have finished five years of primary education (only two years of primary education are available in rural areas) or students who have completed a prevocational agriculture program. These schools have a 2-year program.

The Agricultural Normal School admits students who have completed five years of elementary education, or students who have completed the vocational agricultural program, and extends the educational ladder by five more years. So, upon completing approximately 10 years of study, the student may become qualified to teach or direct programs of vocational agriculture.

The Facultad de Agronomía (a branch of the National University) represents the best the country has to offer in technical agricultural education. Its program is 5-years, and only graduates of Bachilleratos (5-years primary, 6-years secondary) are eligible for admittance to this school. (Agriculture is not included in the program of the Bachillerato). Since only city boys have an opportunity to finish Bachilleratos, only city boys (with few exceptions) qualify for admittance to the Facultad. The Facultad does not admit graduates of the Normal School. Practically speaking, this means that a young boy with an agricultural background and outlook is denied the educational opportunity to qualify himself for a position of leadership in agriculture. He cannot complete the program of studies in a Bachillerato because these schools are located in urban areas and are beyond his economic means. One implication of this situation is that it will be most difficult, if not impossible, to develop a corps of competent professional workers to give leadership to the agricultural movement in the Country.

Some Major Problems

A need for systematic education at all levels can be made more realistic by viewing a few of the problems that people in various positions (owners, managers, workers, and members of society generally) turn their backs upon:

1. How to get 60 per cent or more of the rural inhabitants off the unbelievably steep hillsides which they are farming and permitting to wash from under them.

2. How to convince landowners that there is a need to use level land for the mass production of vegetables, fruits, and row crops, and the slopes and hillsides for pastures and cattle production—that such a change in land use would be more profitable to all concerned.

3. How to convince land owners that a minuscule of tax per acre to develop a system of ditches for drainage in flood seasons and irrigation in dry seasons is a simple and cheap investment.

4. How, in a veritable land of milk and honey, to get the people off an almost total diet of heavy starches.

5. How to get landlords to recognize the value of technical education in agriculture and to overcome a tradition inherited from the Spaniard that manual labor is degrading.

6. How to increase agricultural production by 40 per cent by 1956, which will be necessary for the increase in population and a rise of 25 per cent in consumption standards.

Proposed Program

Following are major elements of an agricultural education program that has been developed to meet the needs of the State of Valle. The program was worked out in consultations with many individuals and groups and is strongly supported by a group of Colombian Citizens, serving as advisors to the Point IV Technicians in Cali.

1. Extend rural primary education for boys by three years so as to make available to rural boys the full five years' primary education now available only in urban areas. Emphasis will be placed on agriculture as a subject in the fourth and fifth years of the program.
2. Continue the existing vocational and prevocational agricultural schools, but with modifications and improvement in their programs and facilities. The curriculum will be changed to stress primary education objectives. Students finishing these programs will be eligible to continue their education in secondary schools.
3. Add agriculture as an elective subject to the program of studies in several well selected Colegios (Bachilleratos) in the State. (This arrangement would be similar to the program in operation in the United States.)
4. Expand the Buga Normal School.

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Proposition: All boys qualifying for the State Farmer degree should receive it - - -

It's Time for a Change

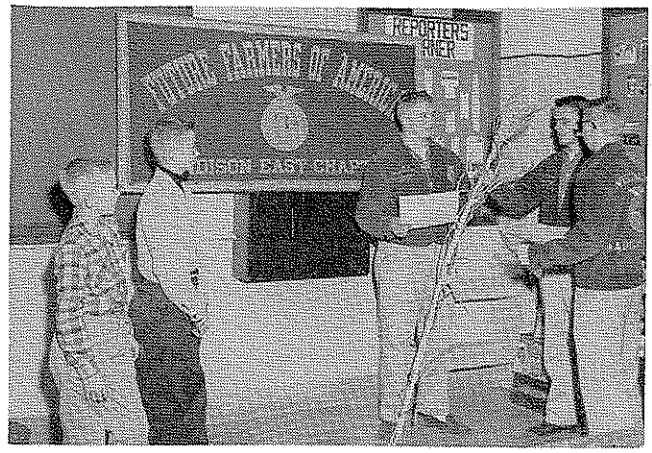
I. W. GERHARDT, Vo-Ag Instructor, Madison, Wisconsin

I. W. Gerhardt

FEW of us will argue the fact that the Future Farmers of America is about the most important single part of our program of vocational agriculture. To most of us, it has been the finest boys' organization in the world. Young men from all over the United States and its possessions have taken the FFA idea and developed from it outstanding leadership and educational achievement. It has been used as a model for the development of similar organizations in other countries. Many who have served as local advisors have found it to be a wonderful motivating tool and teaching device.

During its first thirty years of life, few changes have occurred in the FFA. This organization has developed and functioned with basically the same purposes, creed, motto, and colors. Its constitution and by-laws have remained relatively untouched. This is highly unusual, because the world in which the FFA operates has, during the last quarter century, undergone tremendous evolution. Customs and habits of living have modernized. Recreation, world industry, transportation and most other things we might choose to mention are not playing the game with the same rules they had thirty years ago. Do we need some changes or adjustments in order to make FFA more effective and a better organization in this advancing world? Have we been critically analyzing and evaluating our organization to discover possible points of decay or weakness?

In late years, at least one change has become apparent as being desirable for the continued popularity and growth of the FFA. I refer to *the removal of the 2 percent limitation upon the number of candidates who may receive the State Farmer degree in any one year.* It is my belief that, if kept in force in our constitution, this 2 percent rule will in a very short time do untold damage to the heart and morale of FFA chapters all over the country.



Future Farmers give instruction by demonstration.

What can be done to a group of eligible FFA members who want to know why they will not be awarded the State Farmer degree. How can you console the crushed spirit and keen disappointment that comes when it is learned that a golden charm will never be theirs to wear even though they have worked hard for it over a period of years and *have fulfilled all stipulated requirements.* What right have we as advisers to jerk the props out from under a boy after we have actively and purposefully built up his hopes and dreams in such manners as:

(1) Initiate them into the organization as Green Hands and tell them ". . . there are rarer and more precious laurels to be won in our organization, . . . and the gold charm of a State Farmer awaits those who earn it."

(2) Raise them to the Chapter Farmer degree and tell them, "a gold charm is waiting for those who strive for it, . . . that of a State Farmer."

(3) Urge them to develop desirable farming programs so that they might apply for State and National FFA awards.

It is indeed difficult to understand the reasoning behind the degree limiting clause in our National Constitution. In many energetic chapters located in good farming sections throughout our country, we find more candidates than are permitted to receive the degree. Doesn't it seem unjust to have 8 or 10 outstanding, intelligent boys, *all of whom have fulfilled every State Farmer requirement,* meet some night after school to draw straws to determine which two or three will be lucky enough to receive the award? It would seem also that the situation might be further aggravated by the present farming metamorphosis toward larger farms. We will undoubtedly have fewer farm boys, each doing a bigger and better job of farming. Thus, the percentage of our toal number of FFA members reaching a higher plane of accomplishment will be unquestionably larger in the years to come.

When ten eligible boys—yes, even one—in any given vocational agriculture department is denied the State Farmer degree, great damage can result. An immediate reaction is one of accusation against the whole FFA idea and sometimes against the department of vocational agriculture, including the instructor. The leadership, interest and support of the older members of the chapter are gone just at the time when they should be greatest. Dissatisfaction unfortunately spreads to other members of the department and what once was an active, live chapter sparkling with drive and ambition may soon degenerate into a group of boys who have uninteresting meetings once or twice a month. Only the greatest of push and persuasion on the part of the adviser can keep a half-hearted organization in operation.

Such a development is indeed one which we as leaders and advisers certainly want to spike immediately and completely. Interest and accomplishment should be a welcome possibility for everyone on a democratic basis rather than a special occasion for a privileged few. There are no advantages to be gained in denying the State Farmer degree to worthwhile members. The prestige and popularity of the FFA cannot possibly suffer if we give the degree to two grade "A" candidates instead of one. Rather, we will be enlarging our area of influence and increasing our span of

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What do studies show?

Planning the Program in Vocational Agriculture

E. V. WALTON, Teacher Education, A. & M. College of Texas

The success of a program in vocational agriculture will depend upon how well the program is planned. The planning of a vocational agriculture program may mean the success or failure of the program in a community. A teacher of vocational agriculture who has a well-planned program will avoid many of the pit-falls or problems in which teachers with ill-planned programs find themselves. Planning the program of vocational agriculture in a community is one of the most important jobs a teacher faces. Program planning must be a continuous thing, with goals and objectives set up toward which to work. Well-planned programs have been one of the strong points in the vocational agriculture program.

In vocational agriculture a number of studies have been completed concerning planning the program of vocational agriculture. There are many among these that would be helpful to teachers planning programs in vocational agriculture.

In this article an attempt will be made to analyze, summarize, and interpret recent studies of program planning in vocational agriculture. This article will try to give you some of the important findings in these studies and things that may be helpful to teachers of vocational agriculture. These studies are reported in Supplement Numbers 6, 7, 8, 9, and 10, *Summaries of Studies in Agriculture Education,* published by the U. S. Office of Education.

Trends in Program Planning

In almost all cases, studies revealed program planning in vocational agriculture was done on the basis of needs of students and of the community. Surveys were taken of students, parents of students, young farmers, adult farmers, and former students of vocational agriculture to determine needs.

Studies show that there is considerable thought being given to the non-farm and part-time farm boy in the planning of the program of vocational agriculture. The use of advisory councils in planning the program of vocational agriculture is being stressed and encouraged.

What Studies Revealed

Garret's (9) study suggested the program of vocational agriculture should be planned in accordance with the needs of the students and the community by the teacher, administrator, and students enrolled in their respective agricultural classes. The program should be evaluated in terms of vocational training by the people who planned it. Miles (16) made a survey of former students of vocational agriculture to get their opinions on what should be included in a vocational agriculture program that would prepare young men interested in farming better than they had been prepared. This survey was designed to find needs of the community and of the individual farmer. A study made by Nowels (23) was to secure information needed to plan programs in vocational agriculture.

Nearing (20) made a study of the home situation of boys as a means of planning the program of vocational agriculture. Information about the home situations showed that full-time farms provided adequate opportunities for a boy to learn farming, whereas part-time farms presented practically no such opportunity. The study indicated at least four areas in which agricultural instruction is needed: (1) learning vocational farming, (2) learning methods in part-time farming, (3) solving problems in rural community living, and (4) securing occupational information, especially in the related agricultural occupations. A two-year program of instruction was presented.

Baker and Coukas (1) and Nye (24) found in their studies that to meet the needs of students and community, there should be a change from vocational agriculture to a type of general agriculture program. The reason for suggested changes from vocational agriculture to general agriculture was due to the fact that fewer boys are on the farms.

In a study made by McClure (14) wherein he interviewed school principals, school board members, adult farmers and students taking vocational agriculture, he found that this group felt training in any agricultural occupation should be the controlling purpose in vocational agriculture. It was also suggested that the first year in vocational agriculture be largely orientation and guidance. Upperclass enrollment should consist of boys with good farming programs and with some opportunity for becoming established.

Studies made by Moore (18), Munger (19), and Nelson (21) were conducted for the purpose of planning a program in vocational agriculture that would meet the needs of both farm and non-farm boys. They seemed more concerned in trying to develop a suitable program for non-farm boys who are interested in agriculture.

Use of Advisory Councils in Program Planning

The use of advisory councils in planning a program in vocational agriculture has been recommended and encouraged by a number of studies. Scott (30) stated, "The greatest value received from advisory councils has been in organizing adult classes and program planning for the community." This study indicated that the community program has been more effective as a result of the advisory council. Dennard (6) and Nowels (22) found in their studies that advisory councils can be of great assistance to the vocational agriculture teacher in planning a program. Plans were developed for organizing an advisory council and utilizing the services of the council members in planning a complete program of vocational agriculture in a study made by Bryant (4). O'Kelley (25) found in his study that the use of advisory councils in planning a program of vocational agriculture was workable.

A study made by Brown (3), whose purpose of study was to organize an advisory council and to lead members to plan a program of vocational agriculture to meet the needs of people in the school district, found (1) Community planning with the help of an advisory council is effective in developing a program of vocational agriculture, (2) The program planning should be continuous, (3) The teacher needs to keep faith with advisory councils in carrying out the planned

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Planning the Program - - -

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program, (4) Advisory councils bring about an understanding between laymen and school officials, (5) The advisory councils give strength to the total agricultural program, (6) In using an advisory council in planning the program for vocational agriculture many possible mistakes can often be avoided, especially in the case of a new teacher.

Summary

There is considerable evidence that planning the program of vocational agriculture is one of the most essential jobs of a teacher of vocational agriculture. Progress has been made in determining the needs of students and communities. This must be a continuous part of the agriculture teacher's job because conditions and situations are changing rapidly. A good program this year may not fit the needs of students and community next year. There is evidence that the farm population is decreasing, which may necessitate the changing of our vocational agriculture programs. There are a number of boys, who although not living on farms, are interested in agricultural occupations. Their needs should be met.

From what is revealed in these studies, the use of an advisory council may be the answer to many of the problems in planning the program in vocational agriculture. Teachers would do well to consider some of these findings and apply them in appropriate ways to their own situations. By using the results of these research studies, progress in planning the program in vocational agriculture can be made.

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Let's Stop Being Our Own Worst Enemy

Need leaders with faith in the future

G. ALLEN SHERMAN, Dean of Agricultural Education,
Mt. San Antonio Junior College,
V. Pres., California Agriculture Teachers' Assoc.

The tremendous changes that have taken place in agriculture during the past few years have had an adverse effect upon all segments of the population.

The farmers of the United States have performed a production feat that has never been equaled—and it is resulting in more criticism than praise.

As agricultural teachers, we have a definite stake in this situation. It has already affected many of our programs and it will probably get worse instead of better if we do not take steps to change it. The politicians have used farm surpluses as a political football and have painted a rather poor picture of farmers in an effort to get votes. Many of our farm leaders have been expounding upon the fact that farming requires a large capital investment, and that it is very difficult for young men to get started in farming. This has had a big effect on many teachers who have been relaying this information on to students and parents.

As a result, I feel that we are losing a great many potential agricultural students. While they are being warned and cautioned by leaders in agriculture, they are being "wooed" by leaders in other fields such as business and industry. The engineering firms have no qualms about encouraging boys to go into engineering. They know that there will be many who fail but due to the law of averages, they will also get some top leaders.

Many parents are reluctant now to have their sons train for a career in farming. They feel that the social prestige has been lowered and that chances for financial gains are remote. As educators we have a job to do in changing this feeling where it does exist. The farmer of today who does a good job and is efficient has just as much prestige and chance for remuneration as anyone else. We will always have marginal operators but they exist in any other business also.

Young Men Can Enter Farming

We should remember that a young man *can* get started and succeed in farming today. It is not an easy road and he will have to work hard, but it can be done. We should be exploring and explaining the means by which these boys can get started if they are not able to marry or inherit a farm. There are still many opportunities to manage or lease farms, form partnerships, work on shares and other similar deals. A large number of our present day farmers started this way—but we seem reluctant to advise our young men to do so.

It is true that we do not need as many farmers now as we used to, but those who are to be successful need to be much better trained. It is nonsense to assume that every boy who enters our classes will, or even should, become a farmer. A certain amount of weeding out always has to be done even with boys who come from farms.

Agri-Business Occupations Beckon

More and more opportunities are being offered in occupations in agriculture other than farming. This area, commonly called "Agri-Business," includes farmers as well as those people who supply the farmer or market and process farm products. Some of the students may choose these fields, but studies show that they still need a good knowledge of production agriculture. As teachers, we need to study this whole area of occupations so that we can help in guidance and counselling. We shouldn't sit back and expect school counsellors to do the job unless we get the information to them and convince them that agriculture and agri-business has as much or more to offer in the way of opportunity than any other field.

Faith in Future of Agriculture Needed

If the "educational lag" takes ten years, then we are already over ten years behind in adopting these new concepts in agricultural education. Let's stop being our own worst enemies and go out and get our fair share of the students—especially the type students that are needed in present day farming. To get this job done, we should first reaffirm our faith in what we are teaching and go out and tell people about it. A defeatist attitude will ruin our program. We need to arm ourselves with facts so that we can present them to the people. We need to know the facts about opportunities in agriculture; what type of training is best suited for the present day; ways and means of getting started; and what type of student we should be training. Answers to these questions can be obtained by working together in our own teachers' groups and by our leaders in the colleges.

Studies such as these may cost some money so we should be working with various agricultural groups to help finance them. There are companies that would be glad to cooperate, but they are waiting for guidance from us. They need to be approached and told of our problems and what we need to help solve them. We can depend upon their help if we can only give them something to work on. *We need to take the initiative in these matters.*

Once we have found solutions to some of our problems we need to be more liberal in letting others hear about them. Here in California we have a difficult time getting teachers to write articles about worthwhile activities in their schools. Maybe we need to take more action in our State and National Associations to get this job done. Cooperation might be gained through local, regional, and national farm publications. These reach many parents and other leaders in agriculture. If we tell our story in these publications in a convincing manner, it is bound to have an effect upon many people.

Action Program in California

In California we have started on some of these problems and hope to get some answers. Dr. O. E. Thompson, in the department of education at the University of California, has recently completed a study showing how many replacements are needed in farming and how many are being trained. Mr. Sutherland and Dr. Thompson have completed an Agri-Business study in the State to determine opportunities in that field. The Bureau of Agricultural Education is working with the University and the Bureau of Business Education to determine the possibilities of a training program in Agri-Business in junior colleges. Pilot programs have

(Continued on page 44)

Planning the Program - - -

(Continued from page 42)

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Who Should Take - - -

(Continued from page 34)

who could not take agriculture in school but who are now leading farmers in your community. How does it feel when you think that if you had had the farmer in class while in high school you could use him as an example to the other students, but would not dare now because you thought that he would never amount to anything. So, I will say again, who are we to say what young boys will be when they become men?

Now let's look at it another way. The boy you rejected goes on to college and takes up law or some other subject and in a few years he becomes our lawmaker. We have to go to him for help, as we did a few years back when the federal government cut the aid to vocational education. Some legislation could be proposed about agriculture and he would not know anything about the subject. He would have to turn to someone for help about the agriculture bill. Then he would be guided by some other person's ideas, or be misinformed about what would be best for the farmers because he does not know anything about agriculture. The way I see it is that you should take these students into your class for at least two years so that they will know something about the farm problems. These are young men and the world is open to them.

The vocational agriculture instructor is the only male instructor in the school who goes to the student's home for a visit. If the instructor can win his way into the boy's heart, he will be better fitted to lead him on the road he should follow. At the same time, he can teach him farming and agriculture, as well as other things. It may even keep him in school.

There should be something worked out in our program whereby we can take these students that we say "no" to into our program for two years if no more. There is no better approach to right living than the satisfaction gained from the accomplishment of hard work with the spirit of teamwork.

I hope that I have given you something to think about concerning the value of vocational agriculture training to a young man no matter what he may eventually decide to do with his life. □

It's Time for - - -

(Continued from page 40)

effectiveness and good will.

All of us will agree that there should be no lowering of standards or requirements for the degree. In fact, many believe we should build them even higher. By all means, however, let's not renege on our promises. Let's give every FFA member his rightful due. In so doing, we can keep our boys happy in the Future Farmers of America and avoid having them search for recognition as members of some other organization. □

Agricultural Education - - -

(Continued from page 39)

This school should admit at least 60 students annually. A program will be worked out between the Normal School and the Facultad de Agronomía to permit graduates of Buga to be admitted to the Facultad for further study and advancement.

5. Organize and conduct courses for young and adult farmers in all schools offering a systematic study of agriculture to prospective farmers.
6. Establish a Department of Rural Education at the Facultad. The major functions of this Department will be to train teachers for the secondary level schools, and agents for the Agricultural Extension Service. The Department will also provide continuing educational opportunities for teachers and agents in service.

This is a long-time program. It will be many years before all phases of the proposed program can be fully implemented. Priority has been given to the extension of primary education and the establishment of a Department of Rural Education. We think we are headed in the right direction. □

The Cover Picture

Farm mechanics instruction will continue to play an important part in the future programs of vocational education in agriculture. The cover picture shows the unit method of farm shop instruction being employed by Kirk Rush, vocational agriculture teacher, Moscow, Idaho. □

Let's Stop - - -

(Continued from page 43)

been set up in four junior colleges in the State.

Our State Teachers' Association is urging teachers to meet with counsellors to acquaint them with our program and how to counsel boys into it. This is being done on a local level in section meetings rather than trying to get counsellors to drive great distances to meetings.

This year at our annual Summer Conference we are going to consider ways and means of establishing a state-wide research committee to coordinate studies in the field and make the results known to the teachers.

In these days of crowded classrooms and heavy teaching loads in other areas of the school, teachers and administrators alike look at enrollments in agriculture. In our classes, which should be small by the very nature of the instruction, our only defense is quality. If we can continue training the numbers that need training and keep our quality high, it is difficult for anyone to criticize agricultural education.

All we have to do is to stop being our own worst enemies. We must make up our minds that we do have something to offer which will benefit the nation. We can get the job done. □

Next Month

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Developing Broad Farming Programs

Four accomplishments necessary to assure the - - -

Future of Agricultural Education

LOYAL J. McCANN, Vo-Ag Instructor, Marshall, Minnesota

If President Eisenhower's second science-security speech should be examined for clues to the immediate future of the average American, the key would seem to be the prospect of new sacrifices.

Obviously, our defense and missile programs are to be advanced as rapidly as possible and this will cost more money. According to the President's view, after scrutinizing the defense expenditures, the same sharp pinch must be put on our costly domestic program and anything not absolutely essential must either be trimmed or eliminated. Let's ask ourselves, "Where do we stand?"

Much progress has been made in the past fifteen years in the teaching of vocational subjects in our high schools. Now the demand is to again stress basic subjects in our high schools such as English, mathematics, and natural sciences.

I am sure we all know that on August 10th a committee of cabinet members, state governors and the budget directors came up with a proposal to turn a number of activities back to the states. In so doing, the federal government would discontinue all appropriations for federal grants to vocational education, along with a number of other grants.

I repeat, "Where do we stand?" The answer is to take inventory. If we have progressed along with the changing times we are one step ahead of most educators. If we haven't, we are then heading for trouble. Each department must make their own inventory and analyze their results.

My philosophy in education is "the individual is important" and our method of teaching is to help build each student in character, citizenship and vocation. In order to rightfully survive and to continue to be a leader in education, as we have been in the past, we must accomplish the following:

1. Help train each individual enrolled in our courses in citizenship, leadership and character.
2. Help train those who wish to become farmers or ranchers.
3. Help train those who wish to enter some agricultural related profession.
4. Help prepare boys who wish to attend college.

Help Train Each Individual Enrolled in our Courses in Citizenship, Leadership, and Character

This, the first of the four points, is the most important steppingstone to success in any agricultural profession. We as instructors of vocational agriculture should take advantage of the opportunities we have over instructors of other subjects. We must know the parents and the home situation in order to know our student. Having each boy four years in our classes gives us many opportunities to guide him to his highest accomplishments. Our FFA organization gives us many opportunities to develop character, leadership and morals. Our many trips with our boys give us the opportunity and responsibility of having our boys put into practice good citizenship. Most of all, it seems to me, if we expect outstanding behavior from our students we must, as advisors, set examples for them to follow.

Teaching boys to practice good citizenship could be the greatest contribution that we as an instructor will ever be able to make to the boy, his community and our nation.

Help Train Those Who Wish to Become Farmers

Farming has become a highly competitive business. We should teach our boys information that will help them become a successful operator of a farm and a leader in his community. Each instructor should make out his course of study to meet the demands of the individual student and community. This should include enough facts to enable the student to do his own thinking and solve his own problems.

I feel there should be two courses of study. One to include material to be taught for all four years, to all students, and a special course of study for each individual in order to develop each boy to his maximum capabilities. This encourages all students—the poor, the average and the good—to do their best. The success of each department depends a lot on the course of study.

Help Train Those Individuals Who Wish to Enter Some Agricultural Related Profession

According to Dr. Arthur Mauch, Michigan State University Agricultural Economist, the real farm surplus is of farmers themselves. In Minnesota we have no evidence of training more boys in vocational agriculture than go into farming, but this can vary in different communities. We do know that 40% of all jobs are in agriculture, with many opportunities for high school vo-ag graduates in related fields. Boys interested in this field should be encouraged to take our courses. In most cases our course of study has the interest of this group in mind, but if it hasn't, revision is necessary. We must never become self-satisfied with what we teach. We must not just keep up to, but keep ahead of, the quick-moving farm parade.

Our teaching should not dictate the student's future, but it should prepare him for the agricultural profession of his choice.

Help Prepare Boys Who Wish to Attend College

We often hear the question asked as to which is more desirable for college entrance, the student with four years of Vo-Ag or the boy taking a high school college preparatory course? The answer is quite obvious, it is the boy with both. We must never allow our agriculture department to be the dumping ground of the schools for the poor students. Neither should we eliminate the poorer student who is interested in our course of study and can meet our requirements. Every student should have the right to do the best he is capable of doing regardless of his natural abilities.

If agriculture is important enough to have in our high schools, then it is also important for the school administration to prepare a schedule that provides mathematics and science for our students who wish to enter college. The day of choosing between Vo-Ag and college entrance should have gone out with the horse and buggy. We are important to this student and he is important to us. Where else but in agriculture will

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Some important considerations when - - -

Looking Ahead in Vocational Agriculture

LOUIS M. SASMAN, Supervisor, Wisconsin

Louis M. Sasman

WHAT is ahead in vocational agriculture? Has the high school program in vocational agriculture had its day? Is the demand for training decreasing on the part of "those who have entered upon or are preparing to enter upon the occupations of the farm?"

Need for Vocational Agriculture to Increase

On the contrary, the next twenty years will almost certainly see a very considerable increase in the need and demand for vocational agricultural training on all levels. Very few, if any, states are at the present time providing training for more than a fraction of the future farmers within their borders. For instance, in California, a recent study by O. E. Thompson showed that whereas not more than 900 of the 1956-57 graduates of high school departments of vocational agriculture will enter farming, at least 5,,000 to 7,000 replacements will be needed each year for the next 10 years. Most of the vocational agriculture students who do not go into farming will go into related agricultural occupations where their knowledge of farming will be a decided asset.

School administrators, guidance counselors and parents recognize that the type of training offered in high school classes in vocational agriculture is some of the most valuable in the schools. Consequently both the need and the demand for training in vocational agriculture will continue to be high.

Vocational agriculture departments will have to give much more truly vocational training than has been given in many cases in the past. In many schools, individual on-the-farm instruction, the vocational half-day or other extended periods, or the use of farm placement and work experience have made it possible to provide a high quality of vocational training. In other schools, large enrollments and lack of contact between the instructor, his students and their farms have resulted in a largely academic type of training. In only a few states, I think, have there been any standards established for either type or quantity of individual on-the-farm instruction. Many instructors have developed excellent standards and techniques. This phase of the vocational agriculture program will need to be strengthened if vocational agriculture is to continue to be the principal agency for providing systematic practical training for farming.

Teaching Vocational Agriculture a Full-Time Job

Vocational agriculture instruction must be recognized as a full-time job. One of the great strengths of vocational agriculture has been its inclusion in the program of the secondary schools. However, this is also one of its weaknesses because the secondary schools tend to continue to be primarily academic institutions; and the work schedule, the teaching load and the salary of the instructor in agriculture is compared in many cases by administrators, school board members, instructors in agriculture, other teachers and interested citizens with those of academic teachers employed for nine months.

In many other fields of agriculture it is recognized by all concerned, including as a rule the worker himself, that the agricultural worker has a full-time load to do the job that is his professional assignment. In vocational agriculture, in a great many instances, the instructor is assigned other responsibilities or takes on other obligations that detract from his effectiveness as an instructor (of course, this situation is not limited to instructors in agriculture). This trend needs to be stopped if vocational agriculture departments are to continue to attract and hold the type of men who will make the program effective.

Programs for "Present" Farmers Must Be Expanded

Instruction for "those who have entered upon the occupations of the farm" must receive increased attention in the years ahead. More of the instruction must be directed to those who know that farming is an important part of their occupation. Classes in agriculture for adults and for young farmers, most of whom are adults, have been receiving increased attention in many states, but in the nation as a whole the enrollment in such classes has decreased considerably since 1950. This probably has been due to the continuing increase in the enrollments of all-day departments. Since most of the adult farmer instruction is being done by instructors whose primary responsibility is the all-day program, in many cases, there has been very little on-the-farm instruction for adult farmers.

Furthermore because of his load of activities, the instructor has often not been able to give adequate time to his preparation for instruction. The young and adult farmer program has been of great value to the all-day instructor but it appears likely that an expanded program must be conducted principally by men giving their major attention to this phase of the instruction. Programs developed in various parts of the country have shown that communities are interested in really practical agriculture instruction.

Increasing complexity of agriculture calls for increasingly better trained farmers. Well-trained instructors in vocational agriculture are in a position to give needed instruction if they are given the responsibility—and it is their primary responsibility. □

Future of - - -

(Continued from page 45)

this boy have courses such as nutrition, veterinary, soils, zoology, agronomy, geology, speech, forestry, horticulture, ecology, meteorology, and genetics to name only a few. They will be the future agricultural scientists and leaders of tomorrow. We can't afford to eliminate good students from our classes. Regardless of the number of this group, each individual is important.

If we accomplish these four things, no one can say that the money spent on our program isn't doing what it originally was intended to do. Our program will continue to get results, not just theory. Not only will we continue to be leaders in education, but we will also be able to claim our part in the development of future scientists, regardless of their field. □

A change in strategy suggested for - - -

A Positive Approach to Program Support

GUY E. TIMMONS, Teacher Education, Michigan State University

Guy E. Timmons

"THE pen is mightier than the sword. It's time . . . to write letters or make personal contacts with your congressmen, your state senators and representatives, expressing your opinion on the needs of education—vocational as well as general. Don't forget the Governor—he is responsive to the desires of the people also." This is an excerpt from my STATE ASSOCIATION TEACHERS OF VOCATIONAL AGRICULTURE NEWSLETTER which reached my desk a few days ago. A day or so later the AMERICAN VOCATIONAL ASSOCIATION WASHINGTON LETTER arrived. On the front page, paragraph four, the following appeared: "*Now is the time* for you to get *lay friends* to write and wire your U. S. Representative and Senators pointing out the need for expanding vocational education in the public schools of the nation . . . we therefore, urge you to get letters and wires sent at once by lay friends to your own Representatives and to both your Senators in support of provisions to increase vocational funds. You should also write such letters."

During my twenty-three years in the profession, numerous letters, wires, contacts and the like have been made seeking financial support of vocational education. However, this annual "begging" has lost its punch and meaning to me. There is strong conflict in my present thinking as to whether this is the right thing to do. To use an analogy, it would appear that we have been "pasting a wad of chewing gum over a leaky tire to prevent the loss of air." This will sound like heresy to some, but the intent is to propose a more positive line of action.

Too great a proportion of our professional time and effort has been devoted to our defensive strategy. It is my firm conviction that vocational education, and agricultural education in particular, can and will speak for itself. If it cannot, then it is questionable if it has the right to survive and expand. The time is long overdue when we should take a much more positive approach in the operation of vocational education. Let's put a permanent repair on the tire. If it is beyond repair, then perhaps a new tire is in order. America has been built and has prospered on its free enterprise system. Industry profits through the manufacture and sale of products which people feel a need of and a desire for. There is a ready market for a useful product. Industry does not have to deluge politicians annually with letters in order to gain financial favor. I sincerely believe that vocational agriculture has as much, or more, to offer and can gain full public support to a much greater degree than can an automobile or other products. In plain terms, it means those of us in the profession must deliver the goods needed and wanted.

Too much hay to put up? No, I don't believe so. Here are a few basic hay-hands that we can employ to do the job.

1. Each member of the profession, from the state supervisor on up to each local teacher, must evaluate his professional competency. In light of such findings, each must strive to do better the vocational task to which he is dedicated. We must capitalize on our strengths and do our utmost to improve our professional weaknesses. If we are to be a member of the team, let each of us strive to be the most valuable member of that team.

2. Every member of the profession must examine his own program critically. Such examination must have as its guiding criteria the present-day needs of the people served together with a degree of the scientific-born speculative for tomorrow. Our programs will succeed only if we meet the current needs of our people. Harness repairing, taught by the world's most competent authority and taught in the most skillful manner, will not be accepted in most of our communities. How many of us try to get by on "harness repair activities?"

3. INVOLVE PEOPLE and not just in a passive manner. The only way that change can be brought about in people is to INVOLVE PEOPLE ACTIVELY. (This assumes, of course, that change is inevitable and needed!) People must have a chance to share in determining personnel, program, program planning, conducting of the program, and the like. Each and every step requires the active support and activity of people. Remember here, and this is extremely important, politicians are people and represent people. USE THEM WITH THIS IN MIND and NOT JUST TO READ YOUR LETTERS OR HEED YOUR PLEAS.

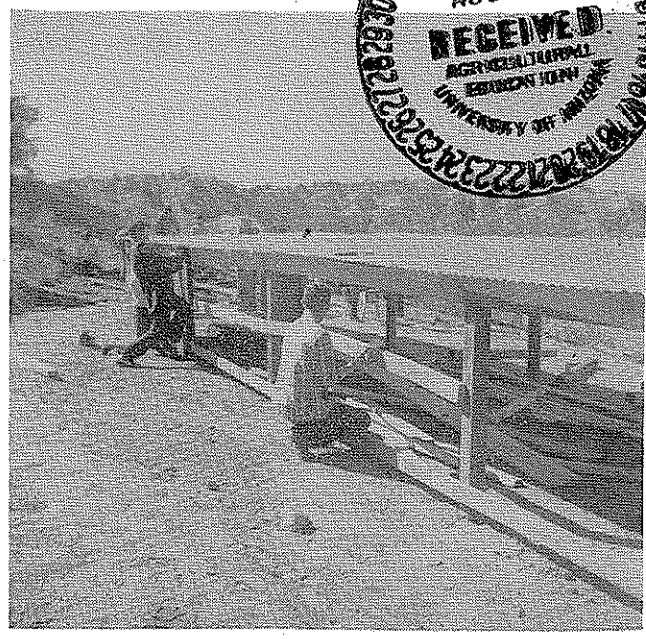
4. We have long been remiss in developing the feeling among people that education, and specifically vocational education, belongs to the people. It is NOT "teacher's program" but a program of, by, and for the people served. The idea that "Bill Jones, the local teacher of vocational agriculture, is a good guy and we should give him a little support and come out to his out-of-school classes occasionally" is long passé. Too long we have succeeded, as a profession, in keeping people in the dark. We have worked under the delusion that this was "our job" and the public "be damned." No wonder we have to write letters during legislative periods!

5. Once we have our house in order, let's throw away the bushel that hides the light! If we are meeting the challenge and doing our job, then we need not be ashamed of the quantity and quality of the light produced. Those that work at the program will be proud of the "light" and share in carrying the torch. The ideal would be 100% of the populace involved. This will be the people's program—promoted, designed, carried out, supported, and rewarded by the people themselves.

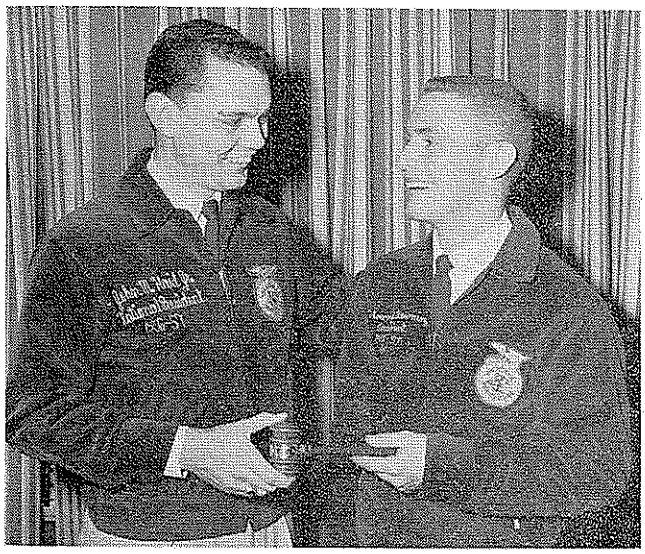
I would offer these few suggestions toward a sound, positive approach to support for vocational education, financial and otherwise. These suggestions are by no means all inclusive. They are the basics but must be accompanied by specific concomitants. It is relatively certain that if such an approach be undertaken and carried through with a relative degree of success that we need not find ourselves in the defensive, letter-writing situation when next year comes and it is time for the politicians to dole out the favors. The time to begin in this direction is long past, but it is not too late to start now. □

Stories In Pictures

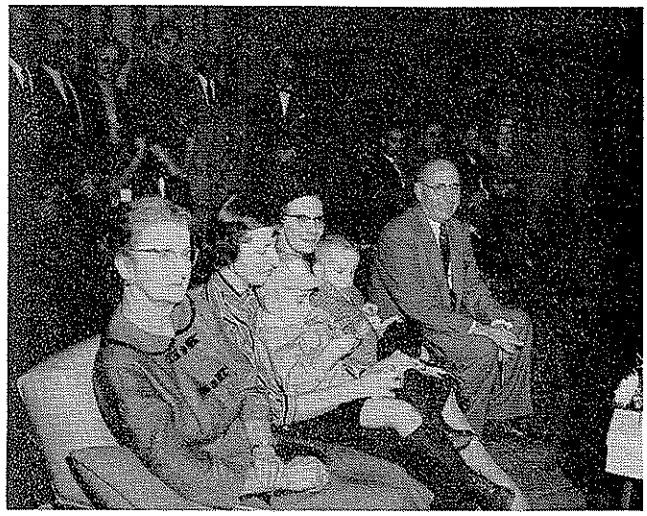
Presentation of Star State Farmer Award to Lamar Jenkins, Live Oak, by Foster Marshall, Florida Times Union, and Hon. Thomas D. Bailey, State Superintendent of Public Instruction. With Lamar are his parents, Mr. and Mrs. Jenkins.



Students in the Aztec Vocational Agriculture class build a barn for sheep and swine. This project is a cooperative project in providing facilities for town boys to keep livestock. The barn is 100 feet long and 10 feet wide, and is of the pole type construction. (Photo by J. R. Brown, Aztec, N. M.)



Passing the gavel—John Haid, National President, FFA, 1956-'57, passes the gavel to Howard Downing, National President, FFA, 1957-'58.



George Krill, surrounded by members of his immediate family during a "This Is Your Life" program which honored his 40 years of vocational agriculture teaching in Ohio; 38 years were spent in teaching vocational agriculture at Ashland, Ohio.

Jim Strang has put many of the ideas he has learned in class into practice on the farm of his grandfather, Joe Hall, route 3. Though he, too, has carried on a well-rounded farm program, Jim's outstanding work has been in putting all of the crop land into strips or terraces and in extensive reforestation. Jim is now working the 200-acre farm on a percentage basis with his grandfather. Richland Center, Wisconsin

Knowing the germination test of seed to be planted is an important approved practice among grain growers. Here are two vocational agriculture students and their instructor, Raymond Skorheim, at Minot checking on grain being tested. (North Dakota)