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*Featuring—*Keeping Pace with

Developments in Education

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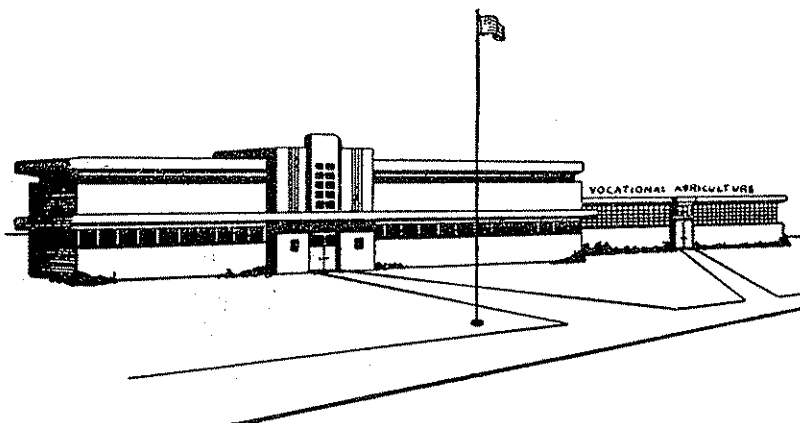
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Keeping Pace with Developments in Education

J. C. FLOYD and ANTHONY MUMPHREY
Teacher Education, Louisiana State University

We live in a wondrous era—one which is characterized by ceaseless change. The changes effected and contemplated for our society are far from the ordinary ones to which we have become accustomed in the past. We are experiencing a type of transition today that is so vastly accelerated that one is left astounded when he reflects upon it objectively.

Our society through its organized institutions and leaders in education is charged with the responsibility of making momentous decisions which are intended to provide the needed direction for anticipated changes. Making these decisions on "what path to select" is an arduous task and one which cannot be resolved successfully by fantastic notions.

In order to exist, every individual must possess the inherent capability to adjust to a variable environment—to take advantage of favorable circumstances and to protect and defend himself against those that are unfavorable. In this tremendous drama which surrounds us, there is no place for fear or apprehension; there is, however, a world full of challenging opportunities for everyone who has the ability and develops interest to accept and use them for his improvement.

A review of the history of our nation reveals that we have always been greatly concerned with the enlargement of individual freedom. We have provided the cultural media in which individuals could develop their capabilities to the maximum in keeping with their interests and aptitudes, make their own selections, and live according to their philosophies of life. In addition, there has been considerable interest in the development of social and civic responsibilities essential to the intelligent exercise of this freedom. For this freedom to continue uninterrupted, there must essentially be basic understandings and appreciations of the society in which we live and in the values that give direction to individual and group living and thinking.

We in vocational agricultural education are deeply concerned about the development of the educational program of our nation. Certainly, an educational system which is based primarily upon a realistic interpretation of the problems which confront youth in the society in which he develops is capable of playing a prominent role in the preservation and refinement of our democratic way of life. Manifestly, we are well aware of the fact that consistent with the stupendous strides achieved in technology, national isolation has become virtually impossible.

From the Editor's Desk . . .

Modern Educational Philosophy Needed

The vicious attacks on education appear to be on the wane. However, the tendency conceived and nurtured by these attacks to seek advice on educational programming from experts in anything and everything, except experts in elementary and secondary education, will undoubtedly continue for some time. If we are going to serve our country as we should serve it, we need to do more than keep abreast of educational developments in order to conduct a holding action; we need to understand current educational thought well enough to forge and promote an educational philosophy sufficiently bold and imaginative both to counteract the dangerous advice of the uninformed experts and to lead the way in developing educational programs as modern and challenging as the times their products will face. This is no mean task. The weak and faint of heart will find no comfort in the challenge.

Why should we in vocational education lead the way? The answer is simple. In vocational education the shackles of tradition have been broken and programs have been developed to keep abreast of human needs. In vocational education the entire emphasis in educational planning and implementation is based on the philosophy that the outcomes of education can be truly evaluated only in terms of the full development of the individual. In vocational education sufficient attention is given to the nurturing of those enduring human values which were so important in the development of this country.

The signs pointing up the need for a revitalized philosophy of education are many. A few examples should suffice.

1. A great deal of boasting is being done about the fact that grade school children have been taught foreign languages, geometric concepts and algebraic concepts. Why the surprise? We have always known children could learn what we would teach them! Now, however, we are in danger of risking their educational futures by failing to plan wisely for the early learning experiences most needed. Parents are complaining that children can understand algebraic concepts but do not know the multiplication tables.

2. The guidance test has taken on a new look in our school systems. There is great value in wisely planned and used testing programs. But, the current trend is developing a cult of test worshipers who are testing far beyond the need for information and who would force the hopes and aspirations of youth to

Modern Education—

conform to the dictates of the test score. No more dangerous trend exists in education today.

3. Colleges and universities are finding that they can add new course requirements for admission and still secure full enrollments. No evidence is sought to identify the contribution the new requirements might make in the preparation of youth for the future; evidence indicating that these new requirements contribute little or nothing is ignored. Thus we are heading toward an era of education by college and university prescription, each student swallowing the same kinds of pills and taking the same kinds of shots.

But enough of this talk about the risk-filled trends in education. What kind of philosophy is best for now and the future? What kind of philosophy will preserve the historic faith of the public in education?

Briefly, we need a philosophy which recognizes that there is order to our growth and development; that basic needs for knowledge and skills change as we develop physically and intellectually; that these basic needs can be identified and must be met before attention is diverted to learnings introduced by adults mainly as attention seeking mechanisms.

We need a philosophy which recognizes the difficulties youth faces in developing an understanding and appreciation of human values and which recognizes that such values can be developed only in terms of sound goals for the use of the particular talents youth possess. Early courses providing for application of learning to real life vocational and social problems are needed to develop those attitudes and appreciations formerly forged in actual physical struggles for survival and progress. We need a philosophy which recognizes that education is a means

to an end, not an end in itself; that our educational orientation must change as human needs change in an ever changing world. Curriculum planning based on tradition must yield to curriculum planning based on constant study and evaluation of current and future needs. There must be a recognition of the fact that meaningful education comes from instruction relating to the interests and ambitions of youth and that the function of higher education is to provide a program to permit full development of those interests and ambitions—not a program to which all must conform or risk denial of even the opportunity to try and to fail.

We need a philosophy which recognizes the importance and place of continuing education for adults of whatever kind adults need and want.

Finally, we need a philosophy which recognizes that more than scholastic aptitude or intellectual ability is involved in human success; that great leaders become such because of circumstance, ability to understand human problems, and ability to let people know they understand and will try to help. The fires kindled within the heart and mind, and the strength of man's spirit, must be given an opportunity to help determine one's future. Reliance cannot and must not be placed entirely on test scores and particular patterns of courses thought by some to be of unimpeachable value.

This then is the kind of philosophy of education with which we can live and which will help maintain education as a servant of the people and for the people. It is a philosophy which will continue to provide a challenging frontier on which our youth can develop those attributes of human success, both spiritual and intellectual, which have characterized the builders of our kind of country. It is a philosophy which can stand the relentless test of time. □

Keeping Pace—

In order to further stimulate and improve the quality of education, our federal government has authorized appropriations up to one billion dollars over a four-year period through the National Defense Education Act of 1958. The passage of this Act is considered by our leading educators as the third milestone of our educational system. Administrators of this program have called for responsible action at every level to insure its efficient operation. The public schools and eligible individuals are presently receiving tremendous financial assistance, unparalleled at any other time, for the improvement and stimulation of educational opportunities. As a result of this wholesome national effort, every facet of our educational system will undergo evaluative procedures concerned with the subsequent improvement of the total educational program. Society is aware that education is the only avenue to add to the sum total of existing knowledge and to pass what one generation knows to the succeeding one. Our Government will certainly be considering the continuance of this type of educational program for its citizenry.

In conclusion, we all recognize the uniqueness of the individual in a democratic way of life; therefore, the public schools of America must always be cognizant that the best assurance for strength and enduring peace in the world is paralleled only by providing the highest quality educational experiences for all the youth of our nation. □

The Cover Picture

Vocational agriculture teachers go to school. These Maine teachers are enrolled in a special course, "Problems in Animal Science" at the University of Maine. The instructor is Dr. Bruce R. Poulton of the University. This photo was taken during a field trip, July, 1960. □

An analysis of—

The Problem-Solving Method of Teaching

CLAXTON COOK, Teacher Education, Oklahoma State University

The educational philosophy of vocational agriculture advocates the val-

ue of teaching by using the problem-solving methods and techniques. The

student must acquire a desire to know the answer to a problem if his learning is to be the most effective. He must want to know how many pounds of concentrates are required to produce a hundred pounds of beef, under given conditions, if the answer is to have meaning for him. If the answer has meaning, it will be more readily transferred to other areas of usefulness, therefore prolonging retention.

The methods and techniques of developing a problem-solving situation demand a highly specialized skill in the area of human relations. The teacher possessing this desired ability must, of necessity, have a dynamic personality. He must also possess enthusiasm and genuine concern for his fellow man.

There are many different techniques that can be effectively employed to set the stage for the problem-solving method of teaching. The diversity of techniques are as numerous as the number of individuals involved, as each person must use his own creative endeavors to operate at full uninhibited capacity.

There are basic principles that can be employed to set the stage so that maximum educational benefits will be derived. Each new teaching unit being taught can be introduced by the presence of a thought stimulator and the problem being written on the chalkboard. This may be an animal bone displayed on a central table preceding a teaching unit on livestock minerals. The presence of the bone will bring the student and the problem together with a dynamic force. The student's state of satisfaction is challenged and his natural self which seeks satisfaction is brought to play in order to solve the problems that arise.

A motivating discussion relative to the minerals in the bone, how animals acquire these minerals and other problems will stimulate the students to ask many questions that are of definite value to them in relation to their supervised farming program. Various experiences of the class will further stimulate thought and questions.

After each person has adequate opportunity for thought provoking ideas and questions to formulate, the teacher then challenges each student to identify in concise statements the questions that are relatively important to him. After each person contributes his question, the teacher then asks the students to help formulate the questions into a logical sequence that is worded concisely. These are then written on the chalkboard and each student records them in his notebook.

The development of the problem into concise questions and logically arranged by the students is an important and valuable contribution that vocational agriculture can contribute to all students. We have a "natural" in that students can more readily grasp a total understanding and recognize meaningful relationships. The student's sense of value increases as he realizes his creativeness in the making of valuable contributions that are developed as a result of self-discipline. One of the greatest assets that vocational agriculture can contribute to the student is his sense of self-discipline and orderliness in meeting life's problems. The necessity of acquiring the academic disciplines will present itself if the problems are so directed. The concept that a total education is vital will be readily acquired by the student. Each student will be challenged to contribute to the maximum of his capabilities. Recognition of valuable contributions in line with the student's experiences and abilities will provide a fertile field for interplay of social recognition. These experiences, in a permissive classroom situation, develop a sense of social responsibility between individuals of varied ability and social background.

The methods employed in aiding the students to acquire proper concepts of the questions which they have formulated can be accomplished in several ways. Among these are:

Supervised study and classroom discussion
 Demonstrations
 Resource personnel
 Field trips
 Lectures
 Movies or slide film
 Various teaching aids
 Panel discussion and other type of group activity
 Other teaching methods.

Students tire easily when only one method is used in teaching, so utilizing various methods will keep the problem alive and dynamic. Regardless of the method or combination of methods employed in securing answers to the questions that were formulated

by the students, the class should search for answers to these questions and record them in their notebooks.

A summary should be made of the problem studied and its relationship to the student's supervised farming program and agriculture in the local community.

Evaluation of the facts and understandings acquired by the student will aid in the development of the complete picture of the problem.

The basic teaching steps may be summarized as follows:

1. Present a statement of the problem in written form on the chalkboard.
2. Give an explanation of the problem to be studied.
3. Motivate with some thought stimulator.
4. Solicit contributions from the class members relative to their experiences within the problem area.
5. Encourage the development of concise questions relative to the problem.
6. Utilize the total class in developing the questions into a logical sequence.
7. Recognize valuable contributions in line with the student's experiences and abilities.
8. Write questions on the chalkboard and have the students write them in their notebooks.
9. Utilize a teaching method or combination of methods that contributes most effectively to the solution of the problem.
10. Secure answers to the questions proposed by the class and formulate alternative solutions to the questions.
11. Aid students in the selection of the most appropriate solution of each question relative to his personal problem.
12. Summarize the material presented and show relationships in general to supervised farming programs.
13. Evaluate the facts and understandings acquired by the students. □

FUTURE THEMES

December—Policy Formation in Agricultural Education

January—Evaluating the Farm Mechanics Program

February—Relationships Among Agricultural Education Agencies

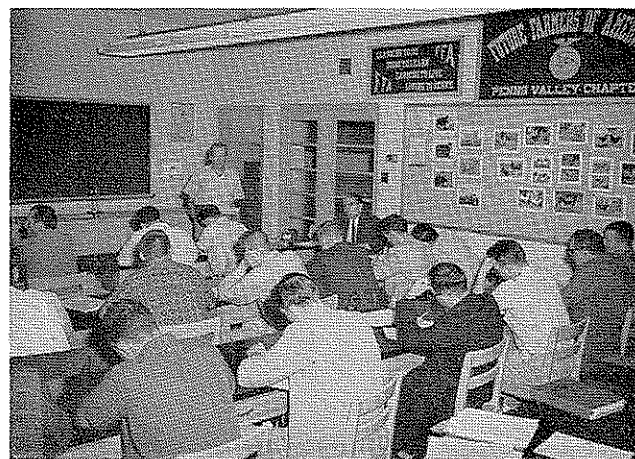
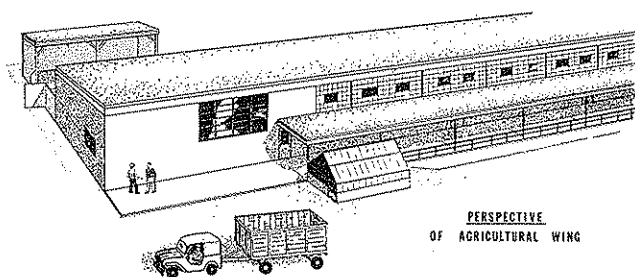
March—A Modern Philosophy for the FFA

April—Guidance for Students in Vocational Agriculture

May—Summer Programs of Vocational Agriculture Teachers

THE AGRICULTURAL DEPARTMENT OF THE CUMBERLAND VALLEY HIGH SCHOOL

CUMBERLAND COUNTY, PENNSYLVANIA.



Much progress has been made in recent years in improving the physical plants used for vo-ag instruction. The sketch above illustrates facilities found at Cumberland Valley High School, Pennsylvania.

In-service class vo-ag teachers evaluating the agricultural program at Penns Valley High School, Pennsylvania. The class was taught by Dr. Ralph J. Woodin, Ohio, visiting professor at Penn State during the 1960 summer school.

Some Recent Land-Marks of Progress in Vocational Agriculture

DAVID R. McCLAY, Teacher Education, Pennsylvania State University



David R. McClay

"What changes have been made over the years in vocational agriculture?" was a question recently asked me by a supervising principal. I gathered from the tone of his voice and from our previous conversation that

he felt that vocational agriculture was behind the times and out of date. Several changes were noted, and he appeared to be satisfied with the answers given.

In driving back to University Park that afternoon I mentally reviewed my conversation with the supervising principal and have included herein some of the land-marks of progress made in vocational agriculture which to me are important.

I. We have benefited by improvements in the secondary schools.

A. MOST DEPARTMENTS ARE LOCATED IN RURAL CONSOLIDATED HIGH SCHOOLS

With an expanding population and the conversion of farm land to home sites, it has become very difficult for some departments of vocational agriculture to continue especially in the smaller high schools. There is a definite trend in such schools for the agricultural

program to go out of existence and for this work to be established in the larger consolidated schools. Very often vocational agriculture departments in these larger schools will have two or even three teachers of vocational agriculture, thus teachers tend to "specialize" somewhat in the subject matter areas which are taught. In many schools one teacher will devote his energy to in-school instruction and one teacher to young and adult farmer work. In other schools each of the two teachers will have some responsibility in both the in-school and the out-of-school program.

B. VOCATIONAL AGRICULTURE SERVES AN IMPORTANT ROLE IN MODERN COMPREHENSIVE HIGH SCHOOLS

Dr. Conant in his book, "The American High School Today," states that the modern high school has three principal functions:

1. To provide a general education for all the future citizens;
2. To provide good elective programs for those who wish to use their acquired skills immediately on graduation;
3. To provide satisfactory programs for those whose vocation will depend on their subsequent education in a college or university.

Attempts are being made in an increasing number of schools for the vocational agriculture program to meet these important objectives and

certainly most programs are aimed heavily toward those who wish to use their acquired skills immediately following high school graduation.

High schools are providing students a wider offering of subjects or courses. The traditional curriculums of "academic," "commercial," "general," and "vocational," although existing in most schools today, are becoming less rigid. The trend is toward schools providing opportunity for the students in a curriculum to obtain some training in most any area which is offered. This trend is especially helpful to those students enrolled in vocational agriculture who may go to college. A recent study completed in Pennsylvania found that 50 per cent of the schools in which vocational agriculture was taught permitted competent vocational agriculture boys opportunity to schedule necessary high school science, mathematics, and other courses required for admission to most colleges. Forty per cent of the remainder of the schools could provide boys an opportunity to schedule necessary college entrance required courses with some special arrangements. In only ten per cent of the schools was it found that boys could not schedule such courses. However, half of these stated that arrangements were being made to solve the problem starting next year.

C. SCHOOL FACILITIES AND EQUIPMENT HAVE IMPROVED

Public acceptance of agriculture in the schools is evidenced by the modern classrooms, farm mechanics shops and other facilities recently constructed in thousands of communities coast to coast. These modern plants which often include classrooms supplied with excellent filing and storage facilities, laboratories, conference and "office" rooms, together with expansive modern shops, are living monuments to the fine work done by the early teachers in the field.

II. We have made improvements in the Vocational Agriculture program.

A. FARMING PROGRAMS ARE BROADER — MORE REALISTIC

We learned long ago that for a boy to progress toward establishment in farming only a rather complete involvement in several enterprises could do the job. Teachers give greater emphasis today in encouraging farming programs rather than single enterprise projects.

B. FARM MECHANICS — BETTER GEARED TO MODERN DAY FARMING

World War II brought about major improvements in the farm mechanics phase of vocational agriculture. The war training courses conducted in the school shops made possible the acquisition of much needed shop equipment such as electric arc and gas welders, power hack saws, metal lathes, portable power saws, and the like. Because teachers did not have the skills necessary to properly give instruction with these modern tools, in-service training courses attempted quickly to fill the gap. Since World War II, modern farmers have adopted many of these tools in their home shops and service centers. Pre-service instruction in the colleges now include training in the proper use of these tools. A recent agricultural education graduate who cannot do a rather decent job of arc welding is a rarity.

True, there is room for even greater improvement in farm mechanics instruction; however, great strides in the right direction have been made in recent years.

C. MORE ADULTS AND YOUNG FARMERS ARE BEING SERVED

Success in farming depends more

and more upon correct decisions made after weighing complex factors. Organized instruction by trained competent teachers can furnish farmers the thinking tools from which right decisions can be made.

Teachers who have worked with both in-school boys and with adults will agree they receive many satisfactions working with adults, which they do not receive working with high school boys.

The growing number of teachers with many years of successful experience teaching young and adult farmers attests to the fact that this important phase of vo-ag work is becoming more popular.

III. Here are some unsolved problems.

A. GUIDANCE — SELECTION OF STUDENTS

Increased activity in high school counseling programs has created a need for the local teacher of vocational agriculture to keep school counselors informed of the modern objectives of the vocational agriculture program. Certainly the teacher should make certain that his program is of high quality and that it will challenge even the best students in the school and is not a haven for students who are cast-offs from other programs. It is important that the guidance counselor be informed of this fact.

B. ADJUSTMENTS NEEDED FOR BOYS INTERESTED IN OFF-FARM AGRICULTURAL OCCUPATIONS AND PART-TIME FARMING

Adjusting the vo-ag program to fit the needs of our youth interested in off-farm agricultural occupations and part-time farming are areas needing immediate attention. Although many teachers and leaders believe the traditional program meets the need, serious thought, study and experimentation should be given to this immediate problem so that we can be sure.

C. SERVICE TO THOSE WANTING GENERAL AGRICULTURE AND CONSUMER AGRICULTURE

A few teachers of vocational agriculture now teach classes in general agriculture to primarily junior high school students. A few have started consumer agricultural classes for non-vocational high school students. Here is a phase of agricultural education which can fill a void in modern comprehensive high schools and the vo-ag teacher

is usually the best qualified member of the high school faculty to do this job.

D. PRESERVICE EDUCATION FOR FUTURE TEACHERS IN A CHANGED COLLEGE OR UNIVERSITY CURRICULUM

The teacher training curriculum in many institutions now includes more work in the humanities, physical, biological and social sciences and less work in technical agriculture and in certain states in professional education than was formerly the case. This shift in emphasis has, in most part, been caused by changing certification, university and college requirements rather than by choice of teacher trainers. This trend is both good and bad. No one objects to teachers receiving more work in "general education" areas. However, competency in one's subject is an important prerequisite which good teachers should have.

E. AN IN-SERVICE EDUCATION PROGRAM TO KEEP TEACHERS ABREAST OF CHANGES IN EDUCATION AND AGRICULTURE

Even if there were no "pressures" in our colleges and universities for reducing the technical agriculture and professional training a future teacher might obtain, to keep him up to date after he once starts teaching considering how rapidly changes occur in agricultural technology will require more and more in-service courses and classes.

Perhaps this is the most productive type of teacher training anyway. Certainly the teacher is more conscious of his deficiencies at this time and wants to do something about them.

IV. We will solve our problems

Problems are not new to workers in vocational agriculture. Experiences gained over the past 43 years will help in finding intelligent solutions to these and future problems.

We should solve our own problems too. If we do not, they will be solved by persons outside of the field of vocational agriculture. I don't want this to happen. Do you? □

Time to Renew
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The Agricultural
Education Magazine

The Role of the Junior College in Agricultural Education

Are we missing the boat?

G. ALLEN SHERMAN, Dean of Agriculture, Mt. San Antonio College, Walnut, California



Al Sherman

The demands of modern farming make it more apparent that our farmers need additional training beyond the high school level. Many of our graduates will naturally go on to four-year agricultural colleges to complete their education. Others will receive additional training through young farmer and adult classes in the local high schools.

As our farmers become fewer in number there is a corresponding increase in the people who service and supply the farmer. Increases in processing and changes in marketing have also increased the agribusiness area on the other end of the cycle.

In the states where the junior college movement has been greatest, there will be excellent opportunities to train students in these farming and agribusiness occupations.

During the next few years those who teach in public schools will be hearing more and more about junior colleges. The term junior college may have a different meaning to different people depending upon the type of institution with which they are most familiar. The reason for this confusion is that there are many types of junior colleges in the United States. These range from the local community college type to the exclusive finishing school for girls.

Types of Junior Colleges

Basically there are three main types of junior colleges. One is the two-year extension center of a four-year college or university. These centers are usually located in various communities throughout the state and are not true junior colleges. They do perform some of the same functions as the junior college, however. These institutions usually are financed by the parent university or, in some cases, the local community furnishes the campus and maintains the buildings.

Another type of junior college is one that is maintained by the state and serves a region of that state. Housing facilities are often provided and some students may live on campus. In some states, including Utah, this kind of college is maintained in addition to other types. Some states which maintain such colleges are Oklahoma, Utah, Georgia, and New York.

The third and most common type of junior college is the local public junior college. This is commonly referred to as the "community college." In California there are over 60 of these schools. The colleges are maintained by one of several methods of local district organization. This junior college may be in connection with a high school or unified district, or it may be separate and include several high school districts. Certain educators may look upon the junior college with disfavor as they consider it a competition for tax dollars or, in the case of other colleges, as a competition for students. Most of these misunderstandings are soon cleared up when people realize the function of the junior college. In our present day system of higher education the junior college can and does fulfill a needed educational function. Twenty-three of these "community" junior colleges in California offer courses in agriculture.

Functions of the Junior College

The community college offers a student the opportunity of taking a two-year course in preparation for work while he is living at home. In most cases, these courses are tuition free. In our modern agriculture many students need additional technical training after high school. The junior college offers many advantages for this type of training. Classes can be arranged during the day, late afternoon, or in the evening, thus making it possible for students who may be farming to attend. Classes can be more specialized than those in the high school so that the student may obtain training in the area that he desires. He is able to build upon the agricultural background he has received in the high school vo-ag program.

Another function of the junior college is the exploratory function. With the many vocational opportunities facing the young man today who does not wish to farm, it may be difficult for him to make a vocational choice. It is sometimes easy for this student to get lost in the shuffle in the larger universities, especially if counselling is inadequate. Coupled with this may be the student who is not academically prepared for the university. The junior college offers an excellent place for such students to "find themselves" and then continue on to the university of their choice.

Most community colleges offer terminal and transfer programs to fit the needs of the students. With the potential college enrollments increasing, and with entrance requirements becoming more difficult to meet, many students will need an educational institution of this type if they are to continue their education.

Agricultural Education in the Junior College

In the farming picture of the future we will need to train skilled workers and managers to replace the unskilled workers of today. These workers will require technical training in crops, agricultural mechanics, animal husbandry, poultry, and farm management. The junior college offers a place to get this training over and above the high school level.

In the area of agribusiness, the junior college offers many advantages. Students with an agricultural background may acquire business knowledge and those from business may acquire needed agricultural background. Several of the junior colleges in California are now offering courses in agribusiness. Community surveys of job opportunities show that many employers in agribusiness want employees with this type of training.

The program in agribusiness at Mt. San Antonio College is now in its fourth year. The program was initiated by the combined efforts of the agriculture and business education departments. It is somewhat early to predict job success of graduates as most of

them are only now getting started. Job placement has not been a problem, however, for the graduates. Students in majors other than agribusiness may also take courses to supplement their training. Much of the material in marketing and business management as presented here is not covered in the regular production courses. In this area students have excellent opportunities for work-experience programs. Students do part-time work in farming or agribusiness while attending school. As this work experience is supervised by the school, some class credit is given for this type of training.

In areas where low income farming is a problem, a junior college would be an excellent place to offer training to aid these people. This training could be in agriculture, to make them more proficient in farming, or in business or trade education. Many of the junior colleges in California and other states offer fine apprentice programs.

While the junior college movement has been slow but steady in the United States, as more communities become aware of the value of junior colleges in the educational system the growth will be even greater. Leaders in agricultural education should now be

aware of the opportunities for teaching agriculture in these institutions. Many requests have been received from junior colleges in other states for copies of the Mt. San Antonio College agribusiness study. It is interesting to note that these requests are coming from instructors in business education rather than agricultural educators. The need for this type of training is apparent, but it should be emphasized that this should be a part of agricultural education. We will be "missing the boat" if we do not recognize the role of the junior college in agricultural education. □

Adjustments in Teacher Education Curriculum

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

Considerable adjustments are being made currently in various curricula in the College of Agriculture at the University of Missouri. Changes in the general or nonspecialized curriculum became effective in the fall of 1959. Revision of the curriculum in agricultural education will become effective in 1960-61.



G. F. Ekstrom

The position of the staff toward curriculum adjustments has changed considerably in recent years. This became evident with the appointment of committees in 1956 to review the program of the college, including resident instruction. Thereafter, advisory groups were designated from without the college to make recommendations relating to production, marketing, agricultural business, processing, and family life and public affairs. Reports of the staff and advisory committees were considered in a series of seminars and were favorably received by the faculty. The reports emphasized the necessity for (a) more balance in basic training, including logic, science and mathematics, economics, and communications, and (b) for individual specialization in a field of agriculture.

The revised curriculum in agricultural education is organized on somewhat the same pattern as that of the curriculum in general agriculture. Courses are arranged in two categories. Group I includes English, science, economics, political science, psychology, and secondary school administration. Specific additions were designated in English and in science.

The Group II courses involve agricultural science and education. In order to provide for some balance in technical agriculture, minimum hours are designated in the areas of agricultural engineering, animal science, economics, and plant science and soils. There is no designation of specific courses in agriculture and opportunities are provided for some degree of specialization.

Application of Curricula

Some observations resulting from the curriculum changes are apparent.

1. Several divisions in the College of Agriculture are revising their offerings, including course prerequisites.
2. Adjustments are being made in content of courses.

Some departments are developing tests to determine which students are qualified to by-pass basic courses. Other departments are revising beginning courses to

eliminate duplication of content taught in secondary schools.

3. Students make use of elective features in planning schedules appropriate to their needs.
4. The flexible features of the various curricula place more responsibility on advisers.

CURRICULUM IN AGRICULTURAL EDUCATION

University of Missouri

GROUP I Courses (60 sem. hrs.)

	Hours
Composition	6
Exposition	3
Botany or Zoology	5
Inorganic Chemistry	5
Principals of Economics	5
Political Science or History	5
Algebra	3
Physics	5
Public Speaking	3
Introduction to Agriculture	3
Educational Psychology	3
Secondary School Administration	2
Electives	12

GROUP II Courses (68 sem. hrs.)

AGRICULTURAL SCIENCE	Hours
<i>Agricultural Engineering</i>	15
Farm Shop (3)	
Farm Power and Machinery (3)	
Electives (9)	
<i>Animal Science</i>	12
Animal Nutrition (3)	
Animal Breeding (3)	
Electives (6)	
<i>Economics</i>	6
Farm Management (3)	
Electives (3)	
<i>Plant Science and Soils</i>	11
Soils (5)	
Field Crops (3)	
Electives (3)	

EDUCATION 19

Foundations of Vocational Agriculture (3)	
Programs for Out-of-School Groups in Vocational Agriculture (2)	
Special Methods in Teaching Vocational Agriculture (3)	
Facilities and Departmental Programs in Vocational Agriculture (2)	
Teaching Farm Mechanics in Vocational Agriculture (3)	
Student Teaching (6)	

ELECTIVES

5

- A. A total of 128 hours are required, exclusive of military science and physical education.
- B. Sixty-eight (68) hours must be completed in residence.
- C. After consultation with the student, the adviser will recommend to the Dean's Office the program to be completed.
- D. All courses in Group II must be completed with a grade of A, B or C. Any Group II course in which a grade of D or F is received must be repeated until a grade of A, B or C is received, or must be replaced by a course or courses recommended by

- the student's adviser and approved by the Dean's Office.
- E. Up to 5 hours of Group I courses can be included in Group II in order to adjust the program between the two groups.
- F. Upon the recommendation of the student's adviser and with the approval of the Dean's Office, substitutions for required courses may be made to avoid duplication of credit granted for advanced standing.
- G. After enrollment in the University of Missouri for one or more semesters and upon the recommendation of the adviser and with the approval of the Dean's Office, permission may be granted to complete a maximum of 16 hours of Group II in another school or college provided that:

1. Such permission is approved in advance
2. The courses are approved by the adviser
3. The school or college where the work is to be completed is approved
- H. When the recommended program is approved by the Dean's Office, it becomes the official curriculum for the student and copies are furnished the student, his adviser and his parents. One copy is retained by the Dean's Office.
- I. Changes may be made in a student's curriculum upon recommendation of his adviser and with the approval of the Dean's office.

School Administrator Writes on—

Improving Post-High School Training

DONALD E. DIMICK, Dist. Supt. of Schools,
Platteville, Wisconsin



Donald E. Dimick

Perhaps it is a bit presumptuous for a school administrator to write an article of this nature for a magazine whose readers are specialists in the field of agricultural education. The administration and the school boards,

however, are the people who decide when and if a program is to be inaugurated. It is up to the specialist to recognize and interpret the needs, propose the plans to meet the needs, and put the plans into operation after they have been approved by the school board and administrator.

With the roles of each established from the viewpoint of the writer, a brief description follows of the recognized need, the proposed plan to meet the need, and how the plan was implemented by one community.

As a part of the constant process of re-evaluating curriculum and the goals of the school, many questions are raised. One question which keeps re-asserting itself is, "Should courses and instruction in vocational agriculture terminate with graduation from high school?" The answer from many sources is an emphatic, "No!" The question which follows is, "What is the responsibility of the school and

how can the school best meet this responsibility?"

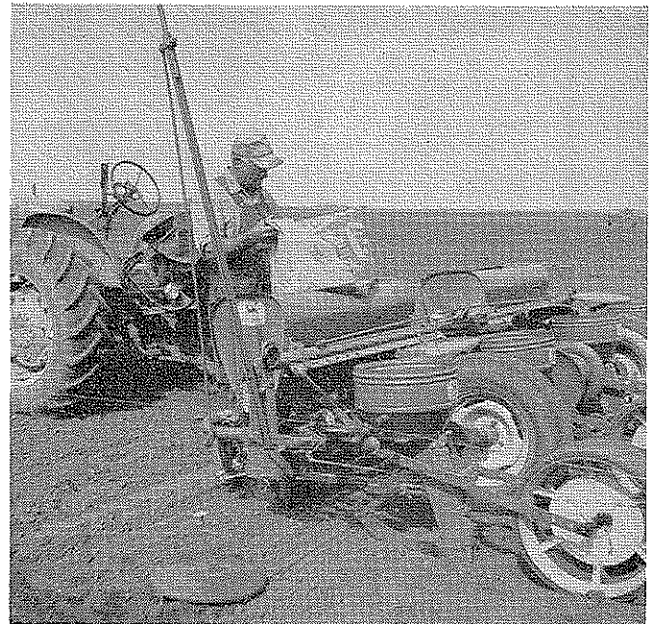
Other industry and organized labor have recognized the need for teaching new skills and knowledge through training on-the-job. Vocational and technical

schools have supplemented the high school work. Some of these schools have also offered some work in vocational agriculture but they have been limited in their offerings.

When new developments come out in some industries, the local mechanics or servicemen often go to the factory for a special short course so that they may service the product.

The multiplicity of the skills and knowledge that a successful farmer should acquire have been frequently emphasized but only small trails have been made in the wilderness of providing the knowledge and skills required.

Keen interest had been demonstrated in the limited young farmer and adult program carried on by the high school agriculture instructor and others who had participated in the veteran training program. To more clearly identify the needs, conferences with groups of interested farmers



Selection of proper fertilizer for the soil and the crop.

were held. These conferences were followed by others including meetings with the Director of Agricultural Education at the nearby state college and the Head of the Agriculture Division of the State Board of Vocational and Adult Education.

The following plan was outlined to the school board:

- I. Needs were divided into two general categories:
 - A. A need for formal classes to study new developments in various phases of agriculture.
 - B. On-the-job assistance for individual problems.
- II. Recommendations for the implementation of the plan to try to meet the expressed needs were as follows:
 - A. Employ an additional instructor who divides his time, devoting one-third to teaching high school students and two-thirds to teaching young farmers and adults.



Wheel-track planting, a first for this farmer, proved to be an answer to one of his problems.



This farmer repaired, steam-cleaned and spray-painted this tractor as well as other machinery.

(This also filled a need in the high school.)

B. An advisory board of farmers was set up to assist the instructor in establishing the areas to be covered in class work.

The school board approved the plans and the recommendations, and the program was started July 1, 1959.

Now, at the end of the first year, the first evaluation is being made. Evening classes studied "Livestock Diseases and Control" with the individuals following through with the vaccination and other treatment of nearly 9,000 head of cattle and swine. A workshop was held during the

Christmas vacation period on the "Care and Repair of Farm Machinery." Several farmers cleaned, painted, and repaired tractors and other machinery during the workshop and the following months until field-work started.

Many problems on farm management and special techniques were presented to the instructor. Selection and correct use of commercial fertilizer helped several who were losing much of the effectiveness by improper methods. Another farmer experimented with wheel-track farming for the first time. The list could continue, but it should be enough to say that it is

a rare day that the instructor does not receive at least one call for advice or help on some phase of management or operation. It is very apparent that it will be necessary to increase the amount of time allotted to the instructor for adult work. He will probably be relieved of his high school responsibilities after one more year.

Although it is felt that the program is successful up to this point, the trails must be constantly widened into highways if the schools are to meet the needs of this segment of the population. □

Needed—

Space Ship Philosophy For Young Adult Farmer Programs

E. PHILLIPS HEATH, Young Adult Farmer Instructor, Terryville, Conn.

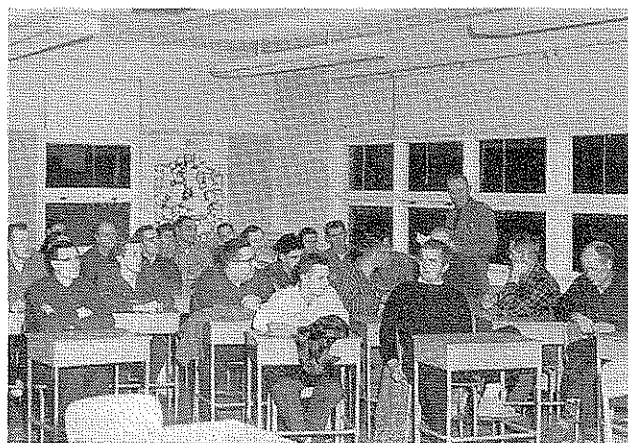


E. Phillips Heath

There is plenty of room at the top but young farmers have to be conditioned and guided with an entirely new approach to their problems in order for them to reach the top quickly. One need only

look at the averages of D.H.I.A. records to see the great differences between the top and the average herds. It is up to vo-ag instructors everywhere to give the needed boost to young adult farmers to enable them to zoom to the top.

Back in 1955, on recommendation of the State Advisory Committee, the



Woodbury, Connecticut, young adult farmer group in January, 1960. Standing is E. P. Heath, on-farm instructor.

Connecticut State Department of Education made plans for young adult farmer education. Young adult does not refer to age but rather willingness to progress—average age about 35/37. Two groups were set up, one in dairy

management and one in poultry. I started the dairy farm management program in addition to my work as veterans on-farm instructor.

Recruiting Procedures

Wamogo Regional High School, a new area school in Litchfield, was the center for the first group. As veterans instructor, I knew certain young farmers all below D.H.I.A. average and I personally visited them at the farm and asked them to join the group. Letters offering the course were sent to a similar group suggested by the county agent and I interviewed those who replied; the same procedure was followed with those suggested by credit men at the banks. Since the program was financed by public funds, public announcement was made by press and radio. Leads from these sources were followed in the same manner.

Our original suggestion of one formal class per month and six on-farm visits per year was revised at the insistence of the farmers at our first meeting. They actually wanted four classes per month with monthly on-farm visits. Because of the instructor's work load, a compromise of semi-monthly meetings and six on-farm visits was agreed upon.

Men from twenty farms — owners, partners, managers, herdsmen — made up the group. All had problems and all showed a willingness to do something about their problems. Seven of the men were college graduates; others had vo-ag or veterans training; all recognized the need for continuing education in agriculture.

Since 1955 I have started two other groups, one in Litchfield and one in Hartford County.

Practice in Curriculum Building

On opening night each member was asked to name his most pressing problem, generally brought out in prior farm visits. These were listed on the blackboard. From these each indicated his first three choices of areas of interest. Three members of the group — key men — assisted the instructor in setting up the course outline. It is flexible and is changed as conditions and/or experience warrant.

From past experience as manager of a large dairy farm and as veterans instructor, I have developed some definite ideas of what it takes to climb

to the top in dairy farming. Step one is the change of mental attitude from a negative to a positive approach. This is carried through from first recruiting visit to last contact. Any farmer not making this change in approach after a reasonable length of time is dropped from the course. Step two concerns the three keys to successful dairy farming:

1. Good cows (high producers).
2. Fed all they need (quality feed — heavy feeding).
3. At lowest possible cost.

Step three consists of certain goals which drastically raise a farmer's sights and provide to the instructor a measure of individual progress.

1. Productive Goals—

- a. Average per cow 13,500 (4% basis).
- b. Individual cows 20,000 lbs. milk or better.
- c. High cows with daily production 100 lbs. or better.
- d. Average 25 lbs. per day for every day of cow's life (used in selecting cow families).

2. Labor Units—

- a. Milk per man 400,000 lbs. or better.
- b. Cows per man 30 or more.
- c. Labor costs per 100 lbs. milk 70c or less.

3. Feed Units—

- a. Three lbs. top quality hay equivalent per 100 lbs. body weight.
- b. Total feed costs per 100 lbs. milk \$2.80.
- c. Profit over feed costs in ratio \$1.20 to \$1.00.

4. Profit Units—

- a. Owner's labor profit \$3500 (net profit less 5% on investment).
- b. Monthly milk checks over \$3000.
- c. Gross income \$70 for each \$100 investment.

5. Better Family Living by Having More Dollars—

- a. Monthly milk check \$1500-\$1700 — farmer's in trouble.
- b. Monthly milk check \$2400-\$2600—farmer breathes easier.
- c. Monthly milk check over \$3000 — farmer heads for the top.

These goals quickly show farmers their weak points and provide a basis for improvement. It is surprising how fast these goals are reached; within three years many have attained 70% of their objectives and are still climbing.

By blending the farmer's expressed needs and the above three steps, the

writer has developed the following course outline for the third group of farmers who started last September at Woodbury High School:

First Year: 45 hours classroom time—

1. Better Herdsmanship — 15 hours. Anatomy of cow and rumen story — Morrison's basic needs—judging roughage—heavy grain feeding — supplemental feeds — handling dry and fresh cows (particularly stressing costs).
2. Accounting Methods — 7½ hours. Tax management — keeping accounts — financial statements — interest payments.
3. Soils and Crops — 15 hours. Know your soils — fitting the crop to your soil — fertilizer program — zero pasturing — 5 year crop plan for your farm — harvesting and storing — weed and pest control.
4. Financial Matters — 7½ hours. Contracts, including wills — credit — insurance.

Summer program — 2 carefully chosen field trips plus Extension Service programs.

Second Year: 47½ hours—

1. Better Breeders — 15 hours. Purebreds vs. grades — breed information — evaluating pedigrees — selecting sires — charting cow families — bulls in A.B.A. unit.
2. Accounting Methods — 7½ hours. Tax management — financial statements — analyzing year's business (two work sessions, each member working on own records and comparing with goals).
3. Herd Health — 12½ hours. Breeding problems (led by veterinarian specializing in sterility)—artificial breeding (led by A.B.A. technician) — infection problems and hardware (led by another veterinarian) — handling milk fever, acetoneemia and ketosis—mastitis.
4. Cow Type — 12½ hours.

General score sheet for dairy type — actual judging practice—classification programs — upgrading your herd.

Third Year: 45 hours—

Farming Business—

1. Management and farm records (2 work sessions).
2. Debt load.

3. What machinery? How much? Should I buy it or rent it?
4. Should I buy or rent more land?
5. Should I raise or buy replacements?
6. How big should I get? Is size limited by crop land? What size addition to herd is profitable?
7. Labor management.
8. What capital improvements can do.
9. How do I reduce labor costs?
10. Costs vs. returns for various types of storage.
11. Getting started in farming.
12. Farm structures — loose housing vs. conventional.
13. Milking parlors.
14. Home improvement.

It should be noted that these groups start off with herdsmanhip. Here the greatest and quickest improvement is made. Of the group starting last September, five are now listed in twenty high herds of county according to D.H.I.A. records.

Techniques of Teaching Procedure

Herein lies the success of the program. Here interest is aroused; out of confusion comes thinking and then action by the individual. Use is made of all possible sources of material and of specialists as leaders, including those from State Extension Service and those from my other classes who have excelled in some area of the program. Classes are designed to use 2½ hours with a smoking break. After formal class is over the men always talk in small groups and with the leader. It is often 11:30 before I put out the lights and lock the door.

If I am to be the leader, I find it necessary to spend considerable time in securing and preparing illustrative material for emphasis. For example, let's consider the first four sessions. For anatomy of a dairy cow, use is made of a flannel board; sections of four stomachs secured from a slaughterhouse; cut-outs of heart and lungs; jars of flour to indicate amount of sodium carbonate and of colored water to show amount of saliva produced daily. In addition, a calf rumen which has been treated and shellacked is passed around for the men to see and handle. Questions are encouraged throughout since this enables me to gauge the effectiveness of the presentation. At the close of the session the film "The Rumen Story," is shown.

For the second session, based on

quality roughage, I make use of Experiment Station charts on values of roughage harvested at various stages of maturity; actual samples of forages indicating differences in color, leafiness and stemmings; official score cards for use by each member in judging above forage samples plus samples of roughage used by him that day. I also invite men from other classes who have superior roughages to bring in and discuss what they fed their cows that day.

The third session is a work session on the use of Morrison's *Feeds and Feeding*.

For the fourth session members report the exact amounts of feed given their top producers that day. Each farmer fills out a sheet showing cow's net energy requirement, net energy received and additional feed necessary to make up difference; each is shown how to set up a production curve for his cow. He is then expected to set up curves for each cow in herd, plus sheet of net energy requirement and feed schedule for each cow. These are adjusted monthly following D.H.I.A. test. Two or three top feeders from my other groups are asked to show and discuss what they fed their top cows that day.

From this time on the men start their climb to the top, for they quickly learn that added production is where their real profit comes from. Carrol Woodward came into class Nov. 1958. He received the Greenlee Award for member in Litchfield County D.H.I.A. making greatest increase in average production in 1959. (Increase to 14,354, a gain of 77% in Total Production.)

Farm Visit Procedures

Instruction at the farm varies according to the operation being undertaken at the time. However, certain procedures are followed:

1. Regular checking of:
 - a. Breeding records.
 - b. Production and feeding records.
 - c. Account books.
 - d. D.H.I.A. records.
 - e. Tax planning.
2. Plans for improvements are reviewed thoroughly; all possible alternatives studied. Costs of various plans are worked out. Sometimes help in financing is arranged. Often these plans are discussed in class.
3. Breeding programs are discussed,

plans often being laid for three generations.

4. Management — labor problems are discussed where necessary.
5. Trips with individual farmers to see cattle or calves for sale; improvements made by other farmers; to meet with insurance adjustors on settling claims; to see credit men to obtain loans. With seven men these trips pertained to the interest of the men in starting farming for themselves (one of my pet projects). We looked at farms for rent, purchased cattle and machinery.
6. Discussion of cropping programs:
 - a. Storage problems.
 - b. Cutting costs.
 - c. Labor saving.
7. Always something to praise and something to criticize.

Results

I have mentioned several times that these farmers are on their way to the top. You will remember that many of these farmers were below D.H.I.A. average. A few were not. The measure of their progress comes from reports of the state D.H.I.A.

Exhibit A: Increases obtained by top third of my groups in 1959 as compared with 1957—

1. A 45% increase in average production from 9,605 to 13,935 lbs. milk.
2. A 47% increase in value of product.
3. A 46% increase in profit over feed cost.
4. An 11% decrease in cost per 100 lbs. of milk.
5. A 20% increase in size of herd (mostly in 3 herds).

Exhibit B: From D.H.I.A. annual report for 1959—

1. In 20 high herds for state in milk production, these men placed 9th, 11th, 12th and 19th.
2. In 20 high herds in state for fat production, these men stood 5th, 9th, 10th and 13th.

Exhibit C:

1. In Litchfield County, men from these classes took 4th, 5th, 8th, 11th, 18th and 19th places in milk production.
2. In Hartford County they took 1st, 3rd, 7th and 10th places in milk production.

Exhibit D: The speed with which some advance is evident in this case. A young man came into class in 1958 while still a two-year agriculture student at the University of Connecticut. His interest was aroused by his father's improved methods after one year in class. Before his graduation we evaluated farms for

rent and cattle for sale. By late August, 1959, he was in business. From October, 1959, to March, 1960, he headed the D.H.I.A. twenty high herds in Connecticut. His I.B.M. reports show his herd going at the rate of 21,000 lbs. per year.

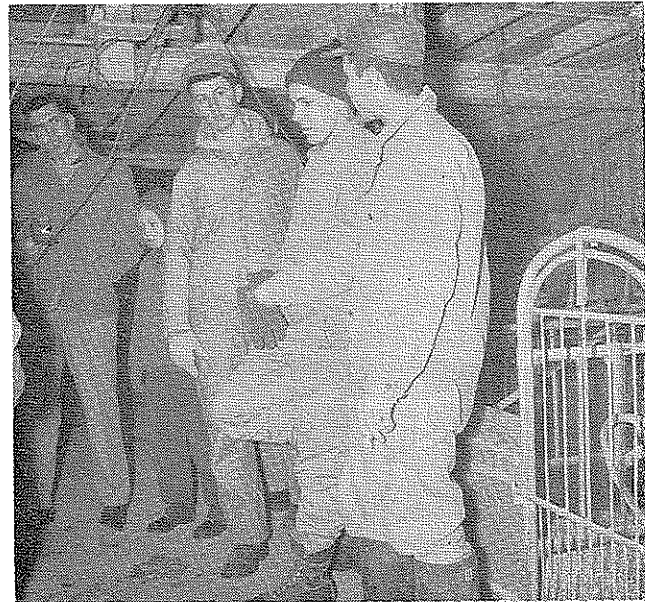
Exhibit E: April issue of the D.H.I.A. newsletter for Litchfield

County lists twenty high herds in the county for March. On the list are five men from my class started in September, 1959.

In conclusion let me be the first to admit that we have those who "fizzled on the launching pad" but so has Cape Canaveral; the men who are headed for outer space outnumber those who fizzled out by three to one. □



Verl Keller, a member of the Gettysburg Adult Farmer class, explains to members of the adult farmer class how his new six sow "pig brooder" house operates on an evening field trip to his farm.



John Gilbert (far right), a farmer near the Gettysburg School, explains his farrowing operation to members of the Gettysburg young farmer class on an evening field trip.

"EFT" Can Be An Effective Teaching Aid For Young and Adult Farmer Education

J. D. McCOMAS, Vo-Ag Teacher, Gettysburg, Ohio

Have you made provisions for the use of "EFT" in your young and adult farmer programs for this year? Contrary to what you may have anticipated, "EFT" is not a new wonder drug, insecticide, or herbicide, but is potentially one of the best resources that we have available in conducting fall and winter classes in young and adult farmer education. What is this "EFT"? It is a resource available to every teacher of vocational agriculture—*Evening Field Trip!*

Possibilities Greater Than Limitations

It was not until two years ago that I became aware of the tremendous value of evening field trips for my young and adult farmer programs. At first I was skeptical. After all, what could class members see in an evening field trip during the fall and winter

months? Looking over our program of instruction with our program planning committee, we concluded that a field trip in conjunction with our study of labor-saving devices could best be implemented through an evening field trip.

Prior Planning Essential

Our next problem was to locate a farm that would best illustrate the things that we wished to see and study. We found the answer and the farm only seven miles from our classroom door! A visit to the farm revealed that the farmer would be most pleased to have our class visit with him during an evening field trip and that he would have several interesting and unique management practices in operation. We discussed and viewed the farm operation in detail until we had

all the needed information to use later in conducting our field trip.

Here Is What We Saw!

What could be seen on such a field trip as this at night? Briefly, here is what we saw: a completely mechanized feed materials handling operation that would handle feed for the 3,000 hogs marketed annually on the farm, a complete story of how rations were formulated and mixed on the farm; and how high moisture corn was stored and used in the swine feeding program. Was the field trip a success? I was surprised to see forty-two of our local farmers make such a trip on a snowy, wintery evening!

During that same year our groups visited a modern dairy farm unit. Another successful evening trip was a follow-up visit made after a panel of class members had discussed the topic, "Should I Enter the Poultry Business?"

After a complete cost analysis of a specific operation of one of these panel member's poultry business, our class

visited his farm to see just what he was doing. He had just recently entered the poultry business and the field trip was an excellent supplement to our study. His farm was almost within sight of our high school!

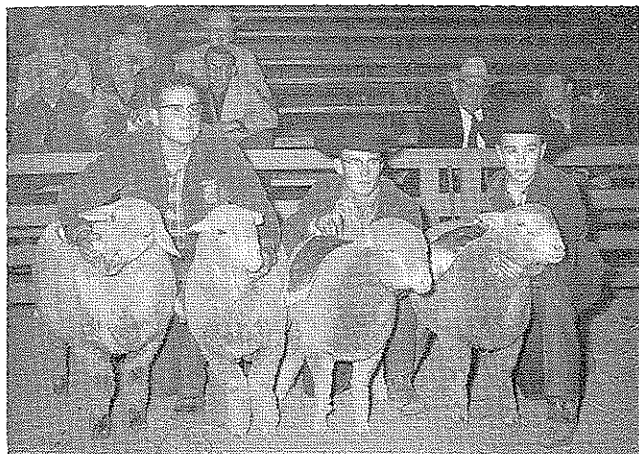
Other field trips that our young and

adult farmers have taken during the evening include visits to a large farrowing house, farm of a part-time farmer, an ARMCO steel mill, and several other trips near our school.

A Must for Future Classes

I am sure there are many other pos-

sibilities which we have not unveiled in the use of evening field trips for our young and adult farmer classes. I am equally sure that in the future neither my evening classes nor I will fail to consider "EFT" as an important resource for young and adult farmer education. □

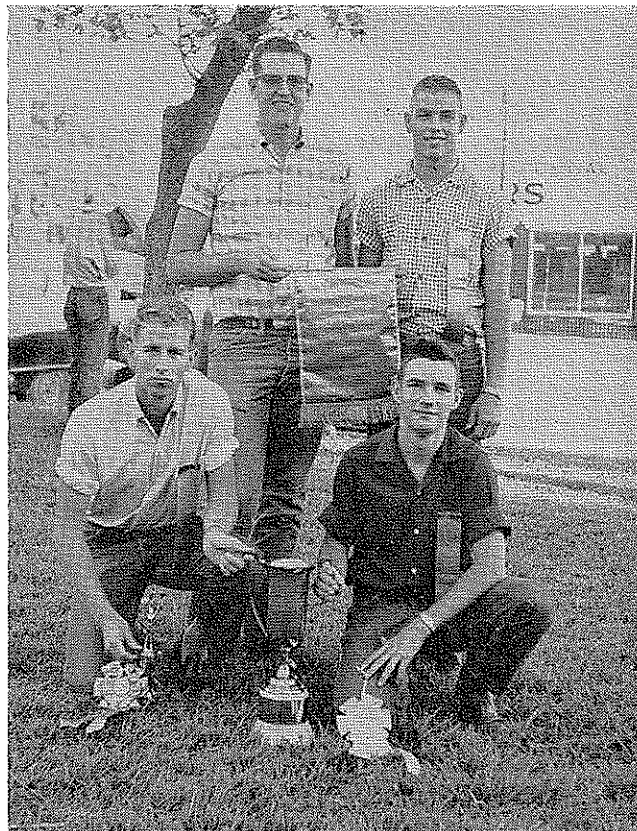


Champions of the 1958-59 Commercial FFA Show

CHAMPION CROSSBRED—CHAMPION FINEWOOL
(Fed by Leslie Deland)

CHAMPION SHORN FINEWOOL
(Fed by Jim Doran)

CHAMPION RAMBOUILLET-COLUMBIA
(Fed by Frank Childress)



OZONA TEAM—This Ozona FFA team won the Crockett County range judging contest this week. Kneeling are Jim Williams, left, and Bob Cooke. Standing are Leland Deland and Muggins Good. Sutton 4-H team was only eight points behind.

Suggestions on—

Planning for Teaching

M. A. BARBER, Vo-Ag Instructor, Ozona, Texas

Vocational agriculture is a course for any and all high school boys interested in some 500 different phases of agriculture. Leadership and guidance in selection of a vocation are the prime aims of agricultural courses. Today only about 9% of our population in the United States produces the food, fiber and building materials from the soils; yet, some 40% of our people in America work directly or indirectly in different phases of agriculture.

Identification, care, use and management of soils, plants and livestock should be taught as a universal subject throughout America in all courses of high school agriculture. Use of hand tools and electrical equipment also

should be a universal study. Other phases of agriculture taught should emphasize enterprises of interest that are suitable for each community.

Our West Texas county is a ranching community. The soils of Crockett County are used primarily for the production of range vegetation. Plants produced from the range land are marketed through livestock. Plant identification, range management, livestock breeds, cattle and sheep feeder and market grades, wool and mohair grades are studies of prime interest by producers of livestock here in our community.

For the first six weeks of school each fall, students of agriculture at Ozona are assigned a plant collection

to mount and label. A large collection of warm season plants with mature seed heads are collected at this time of the year. Field trips with the classes aid students in securing these plants. Once or twice a month during the winter, we refer to plant identification and use these samples for study. In the spring, samples of cool season grasses, weeds, legumes and woody plants are collected and mounted.

Each fall and each spring while collecting these plant samples, we study range and pasture conditions, soil classes and improvement practices. A range and pasture judging contest is held each spring and fall for the agriculture students of Ozona and other high schools in the area. Awards are presented to high individuals and

high teams from each junior and senior group. These two contests encourage a more thorough study of range and pasture management.

Selection and improvement of sheep, goats and cattle are studies of interest in our agricultural program. Each student has some type of commercial feeding project experiment for his home work in agriculture. From these experiments a student tries to produce meat on fat animals as cheaply as possible. All livestock are ear tagged and each month the fat animals are weighed and a large chart shows the gains. Once a month a field trip is made with each agricultural class to visit each project of the boys. Scales are taken on the field trips and the animals are weighed first of each month from November to February. A commercial show and grading demonstration of all fat and breeding animal classes is held in February.

Fat animals are graded into the slaughter market grades by a competent livestock buyer. Awards and ribbons are given each boy for the feeding job done according to the grades of his livestock. The boy that put the fastest economical gains on his feeding project receives a special award. Showmanship awards are given the best showman of our commercial show. Breeding classes are placed and awards are presented the boys having the better breeding males and females of these classes.

In the afternoon after our show and grading demonstration, a livestock judging contest is held. Area schools are invited to attend this invitational livestock contest. All Ozona FFA students enter the contest and five individuals from Ozona Chapter receive

plaques as awards. Visiting teams are presented awards in competition with other visiting teams.

Two or three days after the grading show and contest the chapter members attend a commercial market to sell the livestock. The group visits a slaughter and packing plant the same day they sell their livestock on a commercial market.

This type of program sets the stage for a study of selection and feeder grades of livestock, thorough study of feeds and balanced rations, care of livestock, wool and mohair grades, preparation of animals for market; also, introduces commercial market operations.

Building and repairing farm and ranch equipment should encourage each student in some type of vocation connected with agriculture. Concrete work including plans and construction, welding lessons and projects produced, electrical supplies and equipment, all types of metal and wood work make a student more efficient with the use of shop skills. One-fourth of a teacher's time may well be spent in farm and ranch shop work in presentation and application of the number of different skills.

One-fourth of a teacher's time could be spent in leadership training, management practices, and record keeping. Leadership training would include skills, speech, demonstration, and a study of parliamentary practices. Success in any endeavor depends directly upon management. Stress good management practices in every phase of work. Records reveal the true picture of all operations in life. Certainly this is important enough to be taught one day to each class each month each year.

The remainder of an agricultural instructor's teaching time may include studies of soils, plants, livestock, poultry, crop production, diseases, insects, genetics, feeds and feeding, dairying selection, judging, production and marketing, agricultural chemistry, engineering, forestry, horticulture, landscaping, agricultural organizations and wild life conservation and management. From these enterprises teach the information that fits the situation and location.

The use of text books, bulletins, charts, pictures, slides, films, exercises, demonstrations, practices and contest are used to promote and encourage learning by each student in all phases of agriculture taught. Textbooks and bulletins may be obtained through the education agencies. Charts, pictures and slides can be obtained from reliable companies and should be a part of a teacher's supplies. Films can be ordered as desired from film libraries and companies. Demonstrations, practices and contests are planned and used to aid in teaching a student more about each subject.

In this article I have made an explanation of our methods of teaching plant and range management and livestock breeds, selections and management practices. Each instructor of agriculture should make a planned approach to each phase of the course presented. A well planned course in all classes of agriculture should help any student become more efficient in any occupation in life. Don't over-emphasize any phase of agriculture but try to keep the needs of each student in mind and present a well rounded program of agricultural vocations. □

About Friends and Enemies

Of vocational agriculture

EARL S. WEBB, Teacher Education, University of Missouri

We often hear such statements as, "He is a real friend of vocational agriculture," or "His organization is really behind our program," or "He is sold on vocational agriculture." Do such statements imply that there are *enemies* or persons who are *not sold* on this phase of education? Is an *enemy* or a person *not sold* on vocational agriculture opposed to the total program or is he one who believes

some adjustments are needed? From here, it seems that any one who disagrees with us is an *enemy*; if so, there are many and the list seems to be growing. Could it be that such terms are used as psychological defensive devices to quiet those who disagree with some of our policies and practices?

Do English teachers talk about *friends* of English? Who ever heard of

a person or an organization that is branded as a *friend* or an *enemy* of mathematics, chemistry, physics, history, or other like subjects? It's about time we quit using such terms as *friends* or *enemies* of vocational education. Many of our critics are probably better friends than those who say "all is well." We like to hear it; but if we are honest with ourselves, we will be forced to admit that it is highly possible that vocational agriculture could be improved.

A positive approach would be to hear what our *enemies* have to say. It's probable that they have some ideas we could use and a *friend* might

be gained. The man who talks only to himself has obvious limitations to improvement. It seems this same limitation is self imposed, far too often, on ourselves. We tend to discuss our problems among ourselves or solicit counsel from someone who will say what we want to hear, a *friend*.

Leadership is the key that opens the door to improvement. Another simple truism is that those who assume positions of leadership must be open minded and willing to listen to favorable and unfavorable criticisms alike. Teacher trainers *must* develop in prospective teachers a well-grounded philosophy of education. Supervisors *must* have a broad perspective of education which will enable them to assist teachers of agriculture in becoming an effective part of public education.

Far too often teachers of vocational agriculture leave college with a "chip

on their shoulder." Very often we hear about administrators that *won't cooperate with agriculture teachers*. Who is supposed to cooperate with whom; the employee with the employer or the employer with the employee? Who is responsible for administering the school program, anyhow?

Supervisors are too often looking for *violations of the law*; often supervision is "snoopervision." Too little consideration is given to the adaptation of the agriculture program to local situations. Coalitions are sometimes formed between teachers and supervisors against administrators; teachers never seem to be in the wrong. Are such tactics conducive to making *friends*? There was a time when agriculture teachers made a game of getting superintendents "fired"; that day is past but it still haunts us.

Friends or enemies? It doesn't seem

logical that any normal-minded American citizen would be an *enemy* of good education. However, a great many persons are critical of poor programs and they should be; they help pay the bill.

Agricultural education has no *enemies*; but it does have critics. An *enemy* wants to destroy the object of his hatred; a *friend* wants to make improvements. If children took the same attitude toward parents that we take toward those who criticize us, most children would believe their parents are their *enemies*. This writer doesn't know a single person that says vocational agriculture doesn't have an important educational function in public education; however, he could compose a rather extensive list of those that believe some adjustments are needed. A rather large number would be teachers of vocational agriculture. □

Where Should Vocational Agriculture Be Taught?

JACK HARPER, Vo-Ag Instructor, Ruston, Louisiana



Jack Harper

Where should agriculture be taught? In trying to answer this question, let us first look at a few of the situations that exist today in the field of agriculture; then let us try to determine the part vocational agriculture can play in assisting and strengthening agriculture, the largest and most vital industry in our nation and in the world.

In terms of magnitude the agriculture business is, indeed, a major part of our economy. Measured in total assets it is almost twice as large as the sum of all manufacturing enterprises. It accounts for forty per cent (40%) of all consumer expenditures and it employs forty-three per cent (43%) of the total labor force. In terms of dollars used, it involves more dollars than any other single industry.

The production, or farming phase, of agriculture employs only about eight million (8,000,000) today. As large as the agricultural industry is, it has lost a total of one million two

hundred fifty thousand (1,250,000) commercial farms since 1940 and the end is not yet in sight. However, agriculture is the largest market for non-agricultural products in the world. In fact, agriculture uses more steel than the entire automotive industry.

When vocational agriculture was first included in the curriculum, one farmer could produce enough to feed and clothe himself and about two others. Today one farmer produces enough to feed and clothe himself and about twenty others. Consequently our farm population has declined; but our standard of living has increased until the number of non-farm workers is far greater, percentage wise, than when the program was first started. What other industry can point to such increased production per man-hour of labor?

Now the "beginning farmer" in the United States finds that it takes four and one-half (4½) times as much capital for land, eight and one-half (8½) times as much for machinery and three and one-half (3½) times as much for other capital items as it did in 1940.

There have always been problems confronting agriculture from the times

our forefathers settled this country up to the present time. There will always be problems as long as man seeks to make progress, for out of problem-solving comes progress.

The pioneers in the field of vocational agriculture were faced with practically the same problem, only in a different way, that is faced in the field today. Where should vocational agriculture be taught? This problem is as acute today as it was in the beginning.

Some people in the field still hold to the idea that the purpose of vocational agriculture is to train, exclusively, those who are preparing to enter into the production "from the soil" phase of agriculture. Yet the manpower needed in this phase is steadily decreasing. There are many who maintain that when agriculture, as it was practiced a few years back, changes and most of the citizenry cease to depend directly on the soil for a livelihood, that there is, then, no more need for the teaching of vocational agriculture in an area.

With the ever increasing demand for skilled and semi-skilled workers with a background of farm ideas, farm experiences and appreciations, it seems that vocational agriculture, in areas where production from the soil as a means of making a livelihood has changed, can still carry out its most worthy objective by training those students for taking a place in an ag-

gricultural industry. Thus, it can accomplish two useful purposes. It can assist the individual in becoming a useful, productive citizen and it can provide a sympathetic employee for an agricultural industry who will have a rural background and will be versed in the methods of problem solving so vitally needed in the world today.

A recent survey of the heads of twenty-one (21) of the leading industries serving agriculture and its related fields expressed a very decided preference for employing boys with a general background of agricultural training.

In a recent article an agriculture teacher said that due to changes that had taken place he was now preparing about one-third of his students for a career in farming, about one-third for work in related fields, and about one-third were lost to agriculture. If the same critical analysis were applied to other fields in his school, the results

would most likely give him a very pleasant surprise.

It is true that at this time there is an oversupply of most farm commodities. Will this condition continue to plague the agricultural worker? Within a span of approximately fifteen years about sixty-five per cent (65%) of the producing farmers of today will be eligible to retire. At the present rate of adding new farmers only about thirty per cent (30%) of those will have been replaced. At the same time our population will have reached and exceeded the two hundred million mark.

It might well be asked, "Can all phases of the vocational agriculture program be carried out in a department where part of the students are being prepared for establishment in farming and part are being prepared for employment in related occupations?" From those who are using the

method comes the answer. A better job is being performed. It is clarifying objectives and making apparent to all what is to be accomplished and the road to follow in accomplishing these objectives.

If this nation is to continue to be one of the very few that can continue to supply the needs of its citizens plus its future generations; if it expects to continue to maintain a reasonable balance between industry and agriculture; in fact, if it expects to continue to be one of the leading nations; then it must for national survival continue to maintain a high standard of farm production. The tried and proven way to accomplish this is to have an adequate supply of trained agricultural workers. These trained workers can be produced by taking the youth, who by heredity and environment are close to the soil, and training them through a course in vocational agriculture. □

Success Factors and Occupations for—

I. S. N. U. Agricultural Education Graduates

ORVILLE L. YOUNG, Teacher Education, Illinois State Normal University



O. L. Young

the author in a non-thesis study designed to secure information which might be used in counseling prospective students and students in agricultural education.

Included in the study were 192 entering freshmen who enrolled in agricultural education at Illinois State Normal University during the years of 1952 to 1955. These students were followed until they withdrew from the University, transferred to another area or to another institution, or graduated. Added to the findings from this study are some findings from a previous study of the graduates in agricultural education from Illinois State Normal University

during the period of 1933 to 1951 made by the author.

Since conditions vary at different times, in different geographical areas and in different colleges, the findings of these studies may not apply in toto to any given situation. However, it seems reasonable to believe that conditions and individuals are not variable enough to prevent the application of the findings from these groups of students to other groups of students and the utilization of these facts by those people who work with other groups of students. The findings of these studies raises several points for consideration.

The study seems to show that prospective students in agricultural education with no farm experience should re-evaluate themselves and reconsider their fitness for a career in agriculture or in a related occupation. The students with no farm experience who were studied had seldom majored in agriculture in high school. They had a greater than usual tendency to transfer to another area or another institution. None in this group graduated. Table I shows that all of the graduates in

agricultural education who went into farming as an occupation had been reared on the farm. It also shows that a great majority of those who were teaching had been reared on the farm.

Since older students often come to college with an inferiority complex regarding their ability to do college work successfully, it seems advisable that they be made acquainted with the fact that older students have a better chance than younger students to do college work successfully. In the study, the more mature students, that is, those who had reached or passed their twentieth birthday, as a group made higher grades in college than the younger students made, and they were much less likely to withdraw from college than the younger group of students were.

The study shows that students who had been reared on the farm have a tendency to live in off-campus rooms rather than in college dormitories and that the quality of their work does not seem to be influenced by whether a student lives in an off-campus room or in a college dormitory.

Students with three or four years of agriculture in high school averaged about the same as the rest of the students in the study in all factors except farm experience. As might be expected, students who had majored in agriculture in high school had usually been reared on the farm. Only two per cent in this group had no farm experience.

The value of the Kuder Preference Test is demonstrated in the study. If a student has a score below the 50th percentile on the Kuder Preference Test for the "Outdoors" category, it would seem desirable that he be given not only this score as soon as possible but also the facts relative to the relationship between his lack of preference for the outdoors and his possible fitness for the area of agriculture. This study reveals that students who do not rank high in the category do not ordinarily continue in the area of agriculture.

According to the findings of the study, there is a direct relationship between a student's scholastic ability score and the class standing in high school. In addition, there is a direct relationship between the scholastic ability score and (1) the grade point average in college, (2) the scores made on the college entrance examination in English expression, vocabulary, speed of reading, and reading comprehension.

It might be pointed out to students that, although an individual cannot change his scholastic ability rating very much during college, he can do something about increasing his chance for success in college by improving his English and his reading ability. This study reveals that the student who has trouble with his English has little chance

Table I. Comparison of Occupations for Agricultural Education Graduates at Illinois State Normal University

Occupations	Grade point average in college	Percent with "A" grade in student teaching	Percent farm reared	Percent had voc. agr.	Percent above average in personality	Percent above average in extra-curricular activities
Teachers	2.68	53	89	59	50	39
Farmers	2.82	32	100	63	58	31
Related Occ.	2.74	47	73	50	64	43
Non-related	2.71	17	33	17	67	17

Table II. Success Factors for Agricultural Education Graduates at Illinois State Normal University

Classification	Income group	Percent in group	Grade point average in college	Percent in each group that are above average in:	
				Personality	Participation in extra-curricular activities
	\$10,000 and up	7.5	2.99	100	71
	\$6,000 to \$9,999	23.7	2.75	68	48
	\$4,000 to \$5,999	47.3	2.70	50	34
	\$3,999 and lower	21.5	2.66	45	20

of making a high grade and that the student whose reading ability is low has almost no chance of making a high grade in college.

It would seem desirable that students be informed of the fact that the grade point average earned by a student in college is a determining factor in the success of the individual after graduation and, therefore, that the grade point average is not to be considered only from the standpoint of a requirement for graduation from college.

Students should be made aware of and frequently reminded of the very important role that their personalities will have in their success after graduation. They should be encouraged and urged to work hard and persistently on the improve-

ment of their personalities. The student must continually keep in mind that to improve he must have a *desire* to improve and then the will to *work* at improvement if he wishes to realize his desire, whether it be to better his personality, reading ability, English usage, or something else. Table II shows that there is a direct relationship between personality and income. It will be noted that all of the graduates who were making \$10,000 or more per year had a personality rating above average. This table also shows that there is a relationship between participation in extra-curricular activities and income. However, it will be seen that it is possible to be in the top income classification without having participated in extra-curricular activities. □

The Vo-Ag Council

The Agriculture Teacher's Extra Hand

MARVIN D. HIBBEN, Vo-Ag Institute, Armstrong, Iowa

Many times in the past ten years I have heard vo-ag instructors say, "How will I ever get in contact with all these people?" or "How will I know that the department is meeting the needs and desires of the community?"

We like to think that in the Armstrong community we have the answer.

We previously had only an evening-school council. Although this council performed a very valuable service, we felt that many problems

involving the department as a whole needed community advice.

Two years ago I felt that the department needed an adult group that could help with these problems. Mr. Ortmeyer, school superintendent, and I talked it over and we decided to drop our evening-school council and organize one to cover the entire department. I feel that this is one of the significant changes for the better in our community.

Our community was divided into five districts with each district having two representatives on the council.

One of the districts is the town area. We have found that the businessmen are as much interested in the department as are the farmers and we have found that having a member of the local bank and another member from Co-op gives us another segment of interest in the field of agriculture. These two men have done much in promoting departmental activities. They have encouraged other businessmen to do the same.

We also have a member of the board of education on the council. In this way the board is familiar with the action that the council is taking at all times. This goes back to the fact that the council is an advisory body. Policy decisions can and should be made only by the board of education.

In addition to the members already mentioned, we also have two men from two adjoining districts that do not have vo-ag facilities. Therefore, we have twelve men on our council.

The question naturally arises as to what the duties of the vo-ag council are. First, they advise on the agricultural situation in the community. I have found this to be immensely helpful as the council has made me aware of situations that I would not have realized. I have had council members make a special call or trip to let me know about some problem that is developing in their area of the district. They sometimes even criticize some phases of the program. This plan won't work if you are thin-skinned or if you have not shown the members that they are strictly in an advisory capacity. However, here, whenever they have indicated some situation, they have always let me make the final decision.

In addition, they have become adult advisers to the local FFA chapter. In working with the chapter, the coun-

cil selects the FFA members who they feel are best qualified to apply for the Iowa Farmer Degree. They become interested in the boys' supervised farming programs by taking trips to the various FFA members' farms. If additional help is needed for supervision, the advisers have offered their time.

How the council helps out the chapter is shown by this example. The chapter is interested in buying a steam cleaner, but the financing of the cleaner is a problem. In bringing up this matter at a recent council meeting, a means of financing was suggested by one of the members and, also, a means of making the cleaner available to the farmers in this area at a nominal rate was proposed. There have been other problems of the same kind that the council have helped with.

The young-farmer program in our community is also being helped by the council through the suggestions by the council concerning the course of study that the young-farmer class should undertake. These older members of the farming community sometimes have a very up-to-date knowledge as to what these young fellows just starting need. Again, here, these courses suggested are proposed in an advisory capacity. The young-farmer class and I decide ultimately what shall be studied for the year.

Again, with the adult-farmer program, the council recommends and advises as to course content. They also have been very helpful in contacting their neighbors about attending the sessions. More and more each year they are helping secure speakers and materials for the topics. This year the Co-op manager on the council secured material for me that I did not even know about and could not have

gotten. One of the farmers was able to get me a speaker that I doubt that we would have had if the farmer had not been the one to make the arrangements.

I have always been concerned with the problem of getting the best caliber of individuals on the vo-ag council; persons who have a definite interest in agriculture and are willing to consider new concepts. In the past we have had men attending the evening school nominate and elect council members. Sometimes you got a good man, but many times you would get individuals who did very little short of having their names on the council roll.

Several years ago we decided to avoid that situation in this manner. I, with the advice of the school administration, would select three men qualified to replace a retiring member. Then the council itself selects one of the three candidates to fill that position. We have found that we get well-qualified men who are readily accepted by the people in the area.

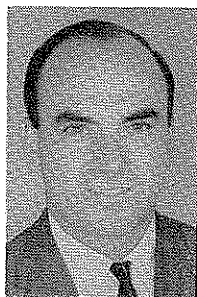
Publicity is another job that the vo-ag council can do for you. It can give a much truer picture of what your department is doing than you yourself can. They can, by spoken word, give you a lot of good publicity throughout the area. They will do more good than all the publicity that you turn in to the papers.

We must remember in this age of stress on the vocational agriculture program that the glitter of our programs will not convince the people of the need for vocational agriculture. However, if we have the basic blocks in the foundation of our programs, we will have a much more secure position in tomorrow. I sincerely feel that vo-ag councils are one of these blocks. □

Model T's or Thunderbirds?

Should We Change Our Labels?

ALLAN L. UTECH, Vo-Ag Instructor, Cambridge, Illinois



Allan L. Utech

To say that there is confusion today in agricultural education is possibly the understatement of the year. In fact, we in agricultural education and agricul-

ture are nearly as mixed up as our foreign relations.

We seem to have our back to the wall. When we can break away, we are running scared. There are those who want to quit the ship before it sinks, but there are others who believe in the program of agricultural education and are anxious to defend it and assist in maintaining the important

place it deserves in a properly balanced educational system.

The following paragraphs are written to suggest a simple method of keeping more people as sailors and having fewer swimmers.

As you all know, the American people like to use labels, abbreviations, catch words and the like. During the Thirties we became familiar with the CCC, NRA, AAA, PWA and many others. Today we have replaced the Model T with the Thunderbird. How well do you suppose the Thunderbird would sell if we started calling them Model T's? Another automobile manu-

facturer is dropping the name Plymouth (Rock) and substituting the name "Fury." "So what?" you are saying. "What does this have to do with agricultural education?" I believe that we are struggling with Model T labels in a society of Thunderbirds. The two labels of which I speak are the "FFA" and "Vocational Agriculture."

We know how many of our graduates are to become established on the farm. How can we get boys and their parents interested in the program on that basis? The FFA is primarily a leadership organization. Why

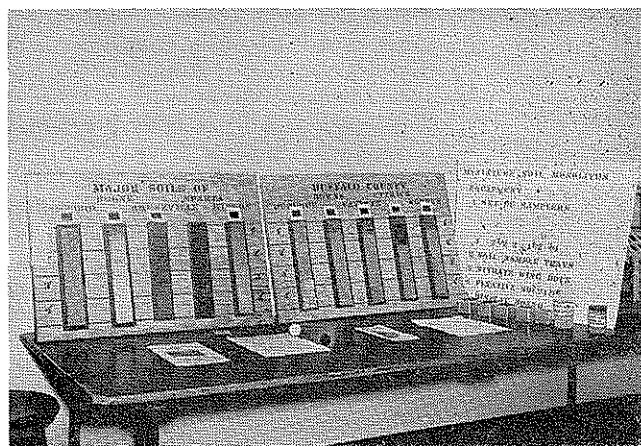
not have a label that mentions that fact? I propose to rename the organization the FFLA, to stand for the Future Farm Leaders of America. This will provide a sensible designation for those boys who will be in related occupations.

The next label that could be changed is the title of agriculture courses offered in our schools. As with the FFA, the title "Vocational Agriculture" does not fit perfectly what should be listed in student handbooks that are distributed to prospective 8th grade graduates. Once again the label

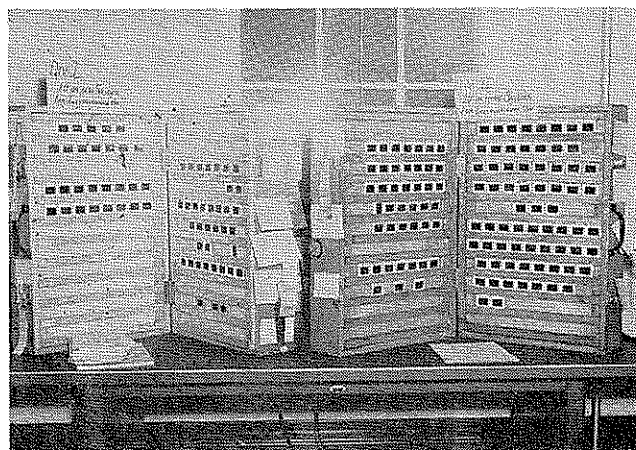
will keep many students out of our program.

We must get them enrolled before we can keep them. Is there anything in the Smith-Hughes Act that says we must list our courses as "Vocational Agriculture?" I am proposing that we use the terms Agriculture Science I, Agriculture Science II, etc. Another possibility would be Agricultural Education I, etc.

These proposals are made with mixed feelings because of my fondness for the old and a knowledge of the need for change. Is it time for a change? □



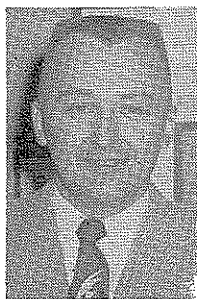
Entry of Don Loomans, Mondovi, Wisconsin, in "Wide Open" Teaching Aids Contest. Soil Monoliths of Buffalo County, Wis.



A view of a portion of the colored slide entries in the WVAI Teaching Aids Contest.

◀ TIPS THAT WORK ▶

Wisconsin Teaching Aids Contest



D. Triebensee

Many instructors of vocational agriculture have developed excellent ideas in visual teaching aids for use in their local departments. One of the great difficulties, however, has been to disseminate these

ideas to other men in the field. The Wisconsin Association of Vocational Agriculture Instructors last year started a "Teaching Aids" contest to try to show what was being done along these lines by the men in the state.

The objectives of the contest have been stated:

- A. Stimulate interest in production and use of new teaching aids.
- B. Develop a better sharing of ideas among the agriculture instructors.

The contest is held during the annual summer conference held at the University of Wisconsin and is in charge of the WVAI teaching aids committee.

Seven divisions have been set up in which entries can be made. They are:

- Div. I. Set of ten color slides for instructional use.
- Div. II. Set of eleven or more color slides for instructional use.
- Div. III. Set of color slides (any number) for use in department and FFA publicity.
- Div. IV. Black and white photo: single picture entries taken by vo-ag instructor for instruction or publicity. Enlargement preferred.
- Div. V. News: a feature news story of current year's activities, suitably mounted.
- Div. VI. Teaching Aids: "Wide Open" ideas. What have You? — with explanation

of its use. Reproduction in sample, pictures, mock ups, demonstration units, short cuts in departmental chores, labor saving devices, departmental records and storage.

- Div. VII. Summary of yearly program of work as submitted to the school board.

It is felt that a good yearly program of work, submitted to the board, that is well written and properly distributed, will make many of us better teachers as well as to give the boards and administrators a better, longer lasting impression of what we do.

In each of the divisions I to IV, the entry is based on excellence of photography, ability to tell a story, and the quality of the commentary that accompanies the slides.

Entries are made on registration during the first day of the summer conference and judging follows. In the 1959 contest, a professor of the Agricultural Journalism Department and the Director of the Bureau of Audio-Visual Instruction were used as judges.

Prizes for each of the divisions are supplied by Midland Cooperatives. Ribbons are awarded to the top three entries in each division, with all entries receiving a certificate of participation. In addition, first place winners have a choice of books on communications, photography, or subscriptions to magazines on these subjects.

After the judging has been completed, the materials remain on display in the conference room for the re-

mainder of the conference. Tables and viewing boxes for the slides are provided. This examination of the entries has been very helpful in disseminating the ideas.

At one of the evening sessions the judges are present to give reasons for placement of various entries, as well as to give helpful suggestions for general improvement in this work. This meeting has proven to be exceedingly valuable to the men present.

Valuable assistance in setting up

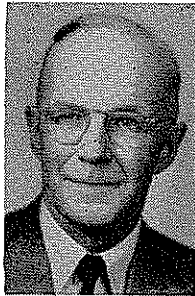
the contest has been given by Midland Cooperatives and the Minnesota Vocational Agriculture Instructors Association which sponsors a similar contest.

We feel that this contest will grow into a very valuable tool for self improvement and believe it merits a trial by other groups in the field of agricultural education.

Don Triebensee
Vo-Ag Instructor
Rice Lake, Wisconsin

News and Views of the Profession

L. M. Sasman Retires



Louis M. Sasman

L. M. Sasman, Chief of Agricultural Education with the Wisconsin State Board of Vocational and Adult Education, will retire September 1. Sasman has been with the State Board since March, 1924, and was made Supervisor as of July 1, 1924.

During his regime he has seen the number of vocational agriculture departments increase from 45 in 1924 to 285 in 1960. In 1924 there were 1,584 boys and 231 girls enrolled in vocational agriculture courses in high schools in the state. Today vocational agriculture students number 15,991 in high school classes and 1,860 enrolled in young farmer classes in Wisconsin. The young and adult farmer classes rose in number to 130 young farmer classes and to 306 adult farmer classes during this time.

Mr. Sasman was born and raised on a 65 acre dairy farm near Black Creek, Wisconsin. He attended rural school, the Black Creek Graded School, and was graduated from Appleton High School in 1912. He received his Bachelor of Science degree in agriculture from the University of Wisconsin in 1916 and his M.S. degree in 1926. After graduation he returned to the home farm but, because of a back ailment, returned to the University of Wisconsin for graduate work in agricultural education. He taught agriculture at Walworth, New Richmond and Omro High Schools in Wisconsin. For a short time he taught vocational agriculture at Chazy, New York, before accepting the position as itinerant teacher trainer at the University of Wisconsin with employment by the State Board of Vocational and Adult Education. Upon the death of G. W. Gehrand six weeks

later, he became State Supervisor of Vocational Agriculture in Wisconsin.

The Wisconsin Association of Vocational Agriculture Instructors was organized in 1924 and, with Mr. Sasman's assistance, has throughout the years proved a highly constructive force in the development of the state's vocational agriculture program.

During all this time Mr. Sasman has served on many committees related to agriculture in educational organizations of the state and nation. He was truly recognized as a national leader.

In 1958 he received honorary recognition from the Wisconsin Council of Agriculture for his services to Wisconsin agriculture and to education. He received the Wisconsin Homemakers' Degree in the Wisconsin Association of Future Homemakers of America and was awarded the Honorary Wisconsin Farmer and the Honorary American Farmer Degree in the Future Farmers of America organization. The National Vocational Agricultural Teachers Association made him an honorary member.

Mr. Sasman has been a member of the Wisconsin Educational Association for more than 40 years and a member of the Wisconsin Association of Vocational Agricultural Instructors since its beginning in 1924. He is a life member of the American Vocational Association and served three years as Vice President for Agriculture. He has been a member of the Milton Grange No. 670 of the Patrons of Husbandry for approximately thirty years.

During this time he has taught summer schools at Colorado and Michigan State College and participated in summer conferences at Illinois, Iowa, Michigan, Minnesota, Nebraska and Ohio.

From 1954 to 1956 he served as a specialist in vocational education in Egypt under the International Cooperation Administration program.

Besides being active in state and national activities, he found time to assist as a member of a troop committee of

Boy Scouts of America and is a neighborhood commissioner. He is a member of the Christ Presbyterian Church in Madison and has been a member of the Masonic Lodge in Madison for 40 years.

Mr. Sasman was married to Nina Packard of Appleton in 1921. Mr. and Mrs. Sasman have four children: two boys, Eugene and Robert; and two girls, Mrs. D. W. Hammersley of Topeka, Kansas, and Mrs. I. M. Tollefson of Phoenix, Arizona; and ten grandchildren.

Agriculture and agricultural education have always been Mr. Sasman's main interests and both have profited greatly over the years because of his fine interest, sound judgment and consideration. He has many, many times given help to Wisconsin vocational agriculture instructors and Future Farmer members who have come to him with their problems. His advice was always based on true knowledge and ripened with wisdom.

It is the sincere desire of all who ever knew Mr. Sasman or worked with him to wish both him and Mrs. Sasman the very best of everything in their retirement. □

N. C. NICHOLSON, Vo-Ag Instructor,
Hartford, Wis., W.A.V.A.I.
Publicity Chr.

Anderson to Assist Israelis



C. S. Anderson

Dr. Clarence S. Anderson, Professor Emeritus and Teacher Trainer at the Pennsylvania State University, has been appointed advisor on the staff of the Israel Project, a foreign economic aid project co-sponsored by the Research Foundation of the State

University of New York and ICA. His duties will be to assist the Israeli Minister of Education, the Educational Supervisors, and the Teacher Trainers, to develop and maintain high levels of efficiency in the field of agricultural edu-

cation. This is the foreign aid project inaugurated six years ago by Dr. W. Jack Weaver, Associate in Agricultural Education, The New York State Department of Education.

Responsible assignments to foreign lands are not new experiences for Professor Anderson. He is an international traveller and has looked in on the education, and the agriculture, of most of the countries of the world.

With this objective, he visited in the Republics of South America in 1940. In 1952, he was a Fulbright Research Scholar to the United Kingdom where he studied the impact of nationalized agriculture on British farmers. Following World War II, he served 18 months as a consultant in the UNRRA program, most of this time as an observer of the distribution of agricultural relief supplies to Poland. He went to Moscow with 4 other Americans to negotiate a program of UNRRA relief for the people of the satellite countries in 1945.

Professor and Mrs. Anderson have

recently returned from the Philippines where for two years he was the team leader of an ICA educational project sponsored by Stanford University.

Since retirement from Penn State, Professor and Mrs. Anderson make their home in Los Altos, California. For the coming year they will reside in Tel Aviv, Israel.

James Named State Director



Gerald B. James

Dr. Gerald B. James, member of the teacher training staff at N. C. State College for the past 8 years, has been named State Director of Vocational Education in North Carolina. He succeeds Dr. J. Warren Smith, who has retired.

Dr. James is a native of North Carolina and a graduate of N. C. State College. He also received his Master's Degree there. He received his doctorate from the University of Illinois where he served on the staff as Graduate Assistant. His major research was in adult education.

Before joining the staff in teacher education, Dr. James was a teacher of agriculture and a supervising teacher. He also did educational work with a farmers' cooperative.

Dr. James has been active in local, state, regional and national programs in agricultural education. He has also been one of the leaders in the Student Teaching Association. For the past year he has been one-half time with the State Curriculum Study as Assistant Director.

Dr. James will continue to be a member of the teacher training staff on a part-time basis as he becomes State Director of Vocational Education. □

BOOK REVIEWS

LANDSCAPING: BUDGET LANDSCAPING by Carlton B. Lees. Published by Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York 17, N. Y. 150 pp., illustrated. Price \$3.95.

This book is on budget planning for landscaping your home. Its basic purpose is to help the homeowner understand how his landscape space can become more useful and more enjoyable. The author indicates that this book is written to help families who live in ordinary houses on ordinary suburban or city lots. The book doesn't deal specifically with landscaping farm homes, but many things in it are applicable to budget planning for landscaping homes in rural areas.

The book has approximately 26 pages of drawings and illustrations in planning the landscaping of your home. It deals with the following major areas:

1. Defining the Space
2. Landscaping the Front Yard
3. Landscaping the Back Yard
4. The Materials Needed
5. Planning Your Lot on Paper
6. Analyzing Your Landscape
7. Organization and Carrying Out the Plan

The teacher of vocational agriculture will find this book helpful in working with and advising farmers. It will be helpful for students of vocational agriculture to use in planning home improvement projects in landscaping.

WILLIAM JUDGE,

Supervisor,
Agricultural Education,
Kentucky

FARM ELECTRICITY by Harry W. Kitts and Marvin Nabben. Published by Delmar Publishers, Inc., Albany 5, New York. 200 pp., illustrated. Price \$2.75.

Farm Electricity is a demonstration manual for students of vocational agriculture. It is excellent for teachers of vocational agriculture to use in teaching electricity to farm boys. This book may be used as a reference book or as a workbook for each student. It has many illustrations that make for very easy reading.

This demonstration manual is divided into eight units:

1. Utilization of Electricity on the Farm and in the Home
2. What Is Electricity?
3. Electrical Circuits
4. Planning and Improving the Farm Wiring System
5. Maintaining the Farm Wiring System
6. Electric Motors for Farm Applications
7. Selection of Electrical Equipment
8. Electrical Wiring Exercises

This would be a good book for the student to use in classwork and to take home with him at the close of the unit on electricity. Space is provided in the book for the student to fill in as the unit is taught.

Harry W. Kitts, one of the authors, is teacher trainer, Agricultural Education, University of Minnesota.

WILLIAM JUDGE,

Supervisor,
Agricultural Education,
Kentucky

LEADERSHIP FOR ACTION IN RURAL COMMUNITIES by Burton W. Kreitlow, E. W. Aiton and Andrew P. Torrence. Published by The Interstate Printers and Publishers, Danville, Illinois. Price, \$5.00.

Here is a book that does a magnificent job of blending the theory and research of leadership and community development with the practical application of these principles. The case histories provide a dimension of realism which cannot be overemphasized.

The readable style of this book extends its usefulness beyond the professional educators in the field to all the cooperating lay leaders. Lay leaders in the Cooperative Extension Service, vocational agriculture, churches, schools, and farm organizations should find this publication on the "must" reading list if they truly wish to be more effective leaders.

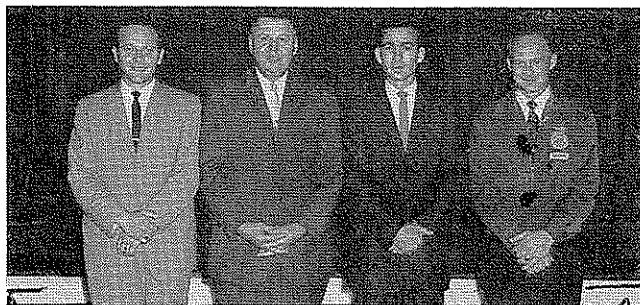
County extension agents, vocational agriculture teachers, and other rural professional workers at the community level should make this book a part of their personal reference library if they are serious about developing local leadership and helping to solve community problems.

In addition, this book will have great utility in the college classroom. I plan to use it in the three weeks' graduate workshop conducted annually for Ohio extension workers and in a graduate seminar I conduct on "Leadership Development in Extension Education."

Leadership for Action in Rural Communities is a truly significant contribution to the literature of adult education.

ROBERT W. McCORMICK,

Leader of Extension
Training, Ohio



Aaser Larson Howe Melin

Four North Dakota Vocational Agriculture Instructors have been awarded scholarships to finance advanced study this summer, according to an announcement by the State Vocational Agriculture Instructors Association—Leo Vossler, Parshall N. Dak. President. The awards went to Kenneth A. Melin, Rolette; Norman Howe, Minot; Herman Larson, Towner; and Martin Aaser, Lakota. All are attending Colorado State University in Fort Collins. The awards, worth \$250 each, were granted by the Grain Terminal Ass'n Past Presidents of the Vocational Agriculture Ass'n acted as the scholarship committee.

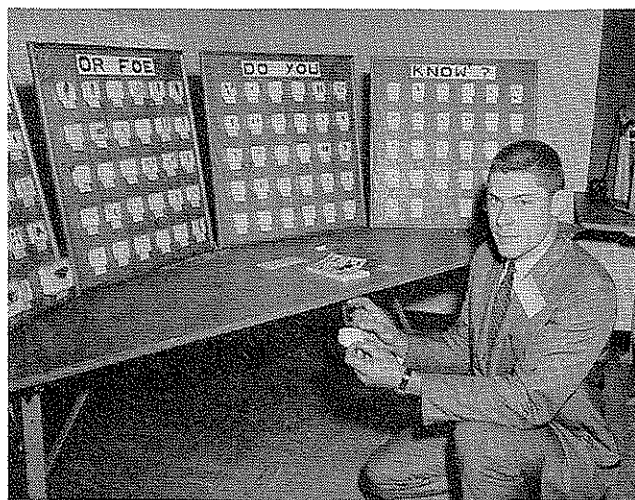
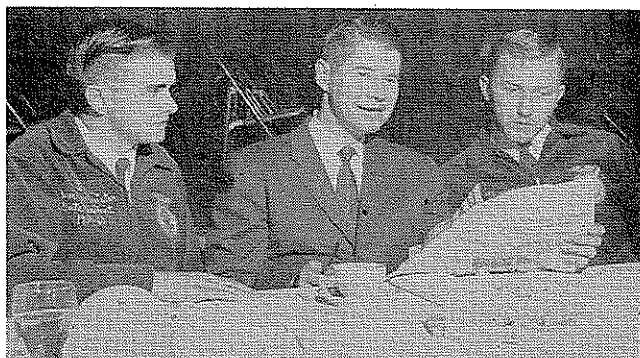


Photo by Ralph J. Woodin

David Young, teacher of vocational agriculture at Whitehouse, Ohio, shows the method which he uses in preparing insect specimen for use in teaching. Each insect is mounted in a clear plastic box with white cotton for a background.

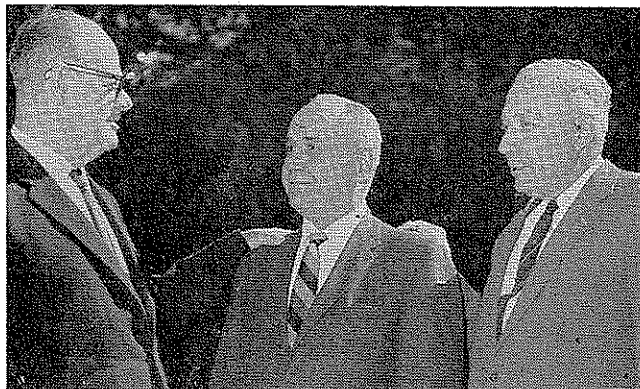
Stories In Pictures



Honorable Governor Orville Freeman of Minnesota reviews a tear sheet from a local newspaper with the FFA convention story with Stan Burmeister, Fairbault, 1959-60 Minnesota FFA president and Jim Thomas, National FFA president, Patterson, Georgia.



"Pictured above with some of the many State and National trophies the Pine City FFA chapter has won over its 22 active years is pioneer FFA adviser, A. A. Hoberg, and his present chapter officers, (l. to r.) Richard Grover, treasurer; Albert Wanous, president; Roger Johnson, secretary; and Robert Vacinek, vice president."



California has had only four supervisors of the State agricultural education agency and three of them got together at the annual conference of California Agricultural Teachers' Association on the Cal Poly campus at San Luis Obispo, June 20-25. Left to right: Julian A. McPhee, president of Cal Poly, who served as chief of the State agricultural education bureau from 1926 to 1944; Richard J. Werner, executive director of the Milk Industries Foundation, Washington, D. C., who was state chief from 1923 to 1926, and Byron J. McMahon, present chief of the bureau since 1944. The first man to hold the job, J. B. Leland, is deceased. (Cal Poly photo)



Dr. William H. Knight, center, receives a parting handshake from Dr. Ralph E. Bender, Chairman of the Department of Agricultural Education, before leaving for South Carolina where he will assume his new duties as Director of Guidance in the State Department of Education. (Photo by Ralph J. Woodin)