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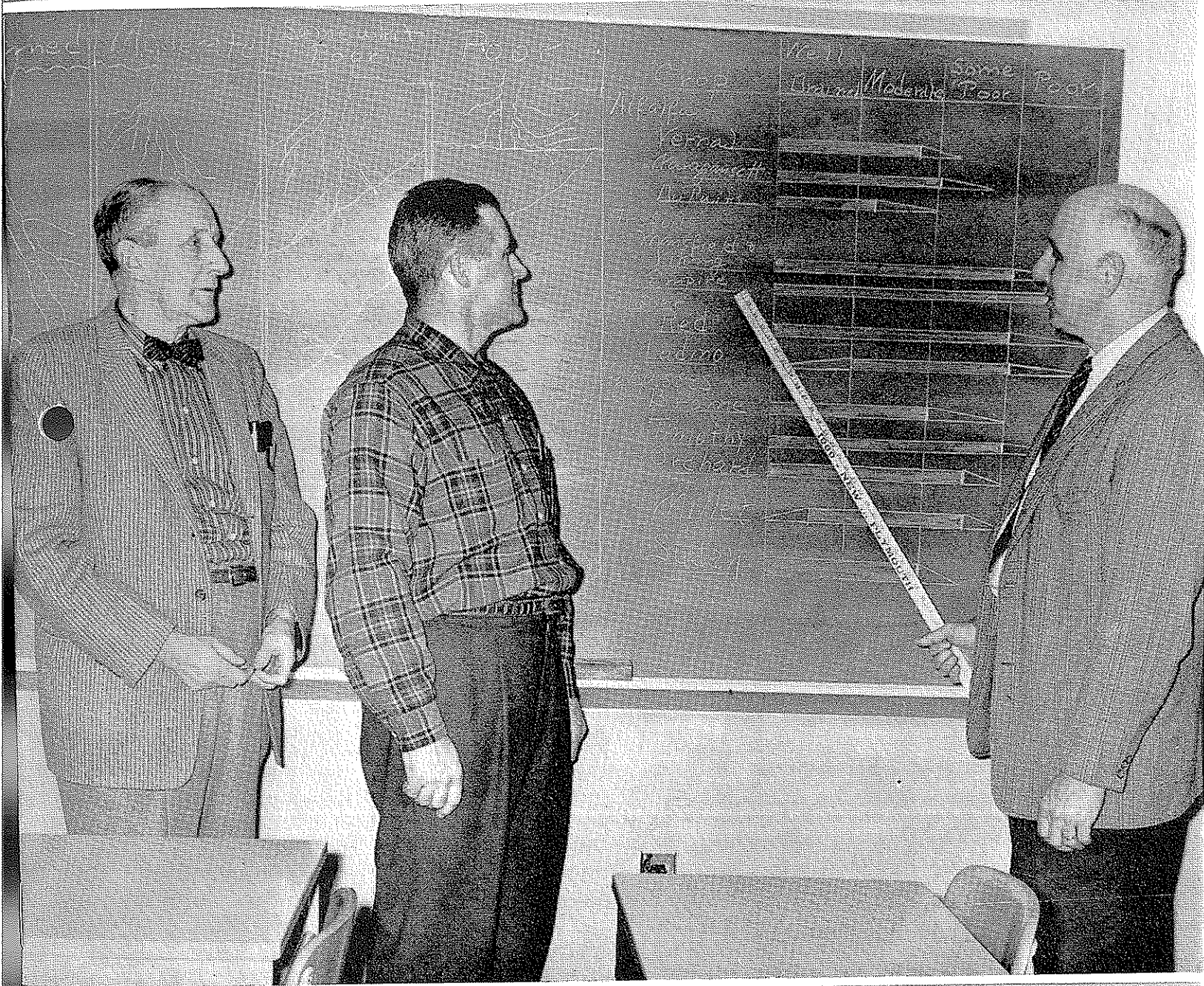
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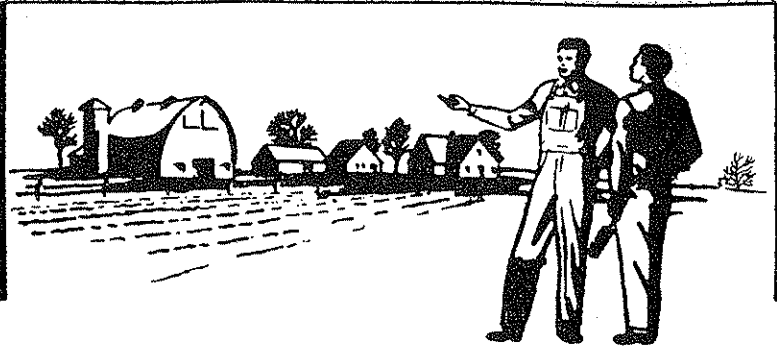
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*Featuring—*Policy Formation in Department of AGRICULTURAL EDUCATION UNIVERSITY OF ARIZONA TUCSON, ARIZONA
Agricultural Education

The Agricultural Education Magazine



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

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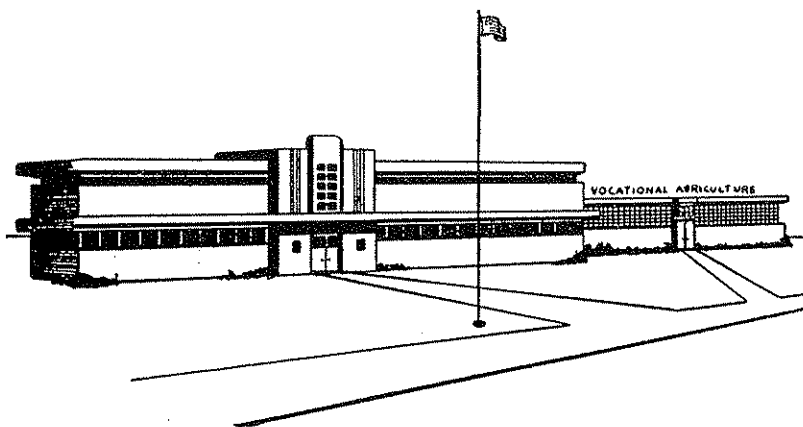
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Policy Formation In Agricultural Education

CARSIE HAMMONDS, Teacher Education,
U. of Kentucky

The people of the community should do for themselves everything they are capable of doing. However, seldom are the people of a community—unaided and unguided—capable of planning a good program of agricultural education or forming policies for implementing the program. They are not familiar with good programs and policies; they know only *their* school.

All who are affected by school policies should share in making them, directly or indirectly. This is democracy in action. There are people, of course, who do not believe in democracy, particularly in education. They conceive of the school system as autocratic, to be run "from the top." By no means do all who are affected by policies have a chance to share in making them.

Program planning and policy formation are intimately related. Sound policies in agricultural education will not be formed unless the policies are in keeping with its fundamental purposes—agreed-upon, accepted, unified purposes. Otherwise, the policies contribute to the attainment of nothing. Clear and valid educational objectives are necessary to sound policy making in agricultural education. The policies should promote the attainment of the objectives, not something else.

Sound policies in agricultural education are not likely to be formed by people who are not aware of the importance of agriculture to the welfare of our country. (There is shocking ignorance of this importance.)

There cannot be sound formation of policy in agricultural education in the schools if the fact is overlooked that agricultural education is an integral part of the work of the school.

There will not be sound policy formation in agricultural education if those who make the policies do not know that without state and federal aid, there would be little agriculture taught in our schools. (They must believe that agriculture should be taught in schools.) Constructive policies must be policies that have a positive and wholesome effect on the teaching of agriculture *in schools*. Vocational agriculture will not succeed in schools unless the school

From the Editor's Desk

Policy of stagnation . . . ?

The heading for this editorial sums up the general attitude of some of our professional leadership with regard to agricultural education. We either want to (1) leave vocational agriculture strictly alone and preserve it as the only form of agricultural education, (2) add a course in general agriculture to supplement vocational agriculture, or (3) broaden the objectives of vocational agriculture to include preparation for all nonfarm agricultural occupations.

The first alternative apparently has weaknesses or the question of change would not have arisen. The second alternative has met with only limited success beyond the junior high school level. The third alternative has been in operation for years for those agricultural occupations requiring the knowledge and skills of farming and is not, therefore, a basic change. To attempt to change vocational agriculture to adapt it to all nonfarm agricultural occupations is obviously impossible.

What is really needed is a change in our thinking and attitudes toward agricultural education. We need to adopt a firm policy to the effect that we will work with our local citizens to develop broad programs of *agricultural education* as a part of our public school programs to be supported financially in a manner to be determined by the local citizens. Vocational agriculture would be one part of these broad agricultural education programs wherever it is needed.

As always, if such a policy—that of working with the local citizens to develop broad programs of agricultural education—is to be adopted and implemented, it will be done at the local level. *Teachers of vocational agriculture will have to provide the leadership*. It also means that we will have to organize citizens' committees in every community to study the needs for agricultural education of all of the people and to develop appropriate programs to satisfy those needs. The membership of such committees must be representative of all the people and not just of those engaged in agricultural pursuits.

In the final analysis, although there may be disagreement as to the nature of the broad programs of agricultural education, there should be no disagreement regarding the need for developing such programs or regarding the role of the local citizens in the development and implementation of the programs. We have talked long enough about citizen participation in public schools affairs; it is time to act! Let's see what the lay citizen will do with a policy encour-

Policy Formation (editorial)

(Continued from page 123)

policies make it possible—policies with respect to salaries of agriculture teachers, recognition of adult work, supervision of the farming programs of the students, etc. The teacher of vocational agriculture cannot have the same relationship to the high school as teachers of nonvocational subjects.

In the final analysis, the people will decide what educational services they will provide for themselves. The services provided may not be the best ones for the community—because of the experience of the

people with less-than-good services and because of unsound policies undemocratically arrived at. □

Policy of Stagnation (editorial)

(Continued from page 123)

aging the development of broad programs of agricultural education for their communities as a part of the public school program. We need to provide leadership for this kind of development now while we can operate from a position of strength.

Or do we prefer a policy of stagnation? □

Method of State Reimbursement Makes a Difference

HAROLD B. TAYLOR, State Supervisor, Indiana



Harold B. Taylor

Indiana initiated in 1955 its third major state reimbursement change of the past two decades. In three years, here is what happened (see chart 1):

Adult farmer evening classes jumped from 121 to 234, an increase of 193%.

Young farmer classes went from 13 to 143, an increase of 1100%.

Farm shops increased from 121 to 234.

FFA chapters increased from 261 to 340.

All of this resulted in a 1071 percent increase in the number of schools having a "complete" vocational agriculture program. By definition, a "complete" program includes FFA, farm shop, young farmer classes and adult farmer classes.

The plan of reimbursement in operation prior to 1948 was a simple one based primarily on a percentage of the teacher's total salary plus a flat payment for mileage, plus an additional payment for young and/or adult farmer programs. Under this plan, both mileage and evening class payments were passed on to the teacher over and above his contracted salary.

In 1948, the plan of reimbursement was changed in hope of increasing the number of young and adult farmer classes particularly. The new plan was designed to emphasize and reward

schools for a complete program of vocational education in agriculture. The major change included payments for FFA, farm shop, and young and adult farmer programs. These payments were to be retained entirely by the school corporation except as such an approved complete program reflected an increase in the teacher's contracted salary.

Both the teacher training and supervisory staffs went all out to implement this new plan. At our annual teachers conference, speakers from other states with outstanding out-of-school programs were brought in to inspire and inform our teachers. Many special teaching aids and materials were prepared by our teaching training staff. A series of district meetings involving teachers and school administrators were held and special programs were presented.

A number of outstanding Indiana teachers having good adult and young farmer programs were used to tell how they achieved their success in these phases of the program. Continued emphasis on complete programs, particularly on out-of-school work, was given each year with some degree of success as evidenced by a gradual increase in the number of these programs. However, the increase was very slow. Too many good farming communities were not being served. Many programs offered were inadequate and lacked the wholehearted support of school administrators. In fact, the young farmer program remained virtually at a standstill throughout this period. Thus, the third plan for reimbursement was

initiated. This was in 1955. The plan was considered radical by some persons. Basically, it classified schools on the kind of agricultural program completed each year. The idea for the new plan was first proposed in one of our monthly teacher-training and supervisory staff meetings. It was developed further in a staff workshop, then presented to a committee of teachers. An advisory committee of school administrators was appointed to work on the plan. Then it was discussed throughout the state in a series of district meetings with teachers and school administrators, again taken back to the state staffs for refinement and finally presented to and approved by the Indiana State Board for Vocational Education.

Here is a brief outline of the plan:

Plan of Reimbursement

I. Classification—

For purposes of reimbursement, all schools having departments of vocational agriculture shall be divided into the following three classes:

A. First Class: Those schools having a vocational agriculture department with a complete program.

B. Second Class: Those schools having a vocational agriculture department with an average program.

C. Conditional: Those schools having a vocational agriculture department on limited approval.

II. Reimbursement—

First Class:

A. Each school corporation classified as having a First Class vocational agriculture department shall receive

the following reimbursements per year:

1. \$750 special reimbursement.
2. Its share of the pro-rated reimbursement.
3. \$150 reimbursement for each approved Adult Farmer Program completed.
4. \$150 reimbursement for each approved Young Farmer Program completed.
5. 50% reimbursement for teacher travel.

Second Class:

B. Each school corporation classified as having a Second Class vocational agriculture department shall receive the following reimbursement per year:

1. \$300 special reimbursement (to be paid only to those departments offering three of the following four areas of instruction: FFA Chapter, Farm Shop, Adult Farmer Program, Young Farmer Program).
2. Its share of the pro-rated reimbursement.
3. \$150 reimbursement for each approved Adult Farmer Program completed.
4. \$150 reimbursement for each

approved Young Farmer Program completed.

5. 50% reimbursement for teacher travel.

Conditional:

C. Each school corporation classified as having a vocational agriculture department on Limited Approval shall receive the following reimbursement per year:

1. \$100 reimbursement.
2. \$150 reimbursement for each approved Adult Farmer Program completed.
3. \$150 reimbursement for each approved Young Farmer Program completed.
4. \$50 reimbursement for teacher travel.

III. Qualifications—

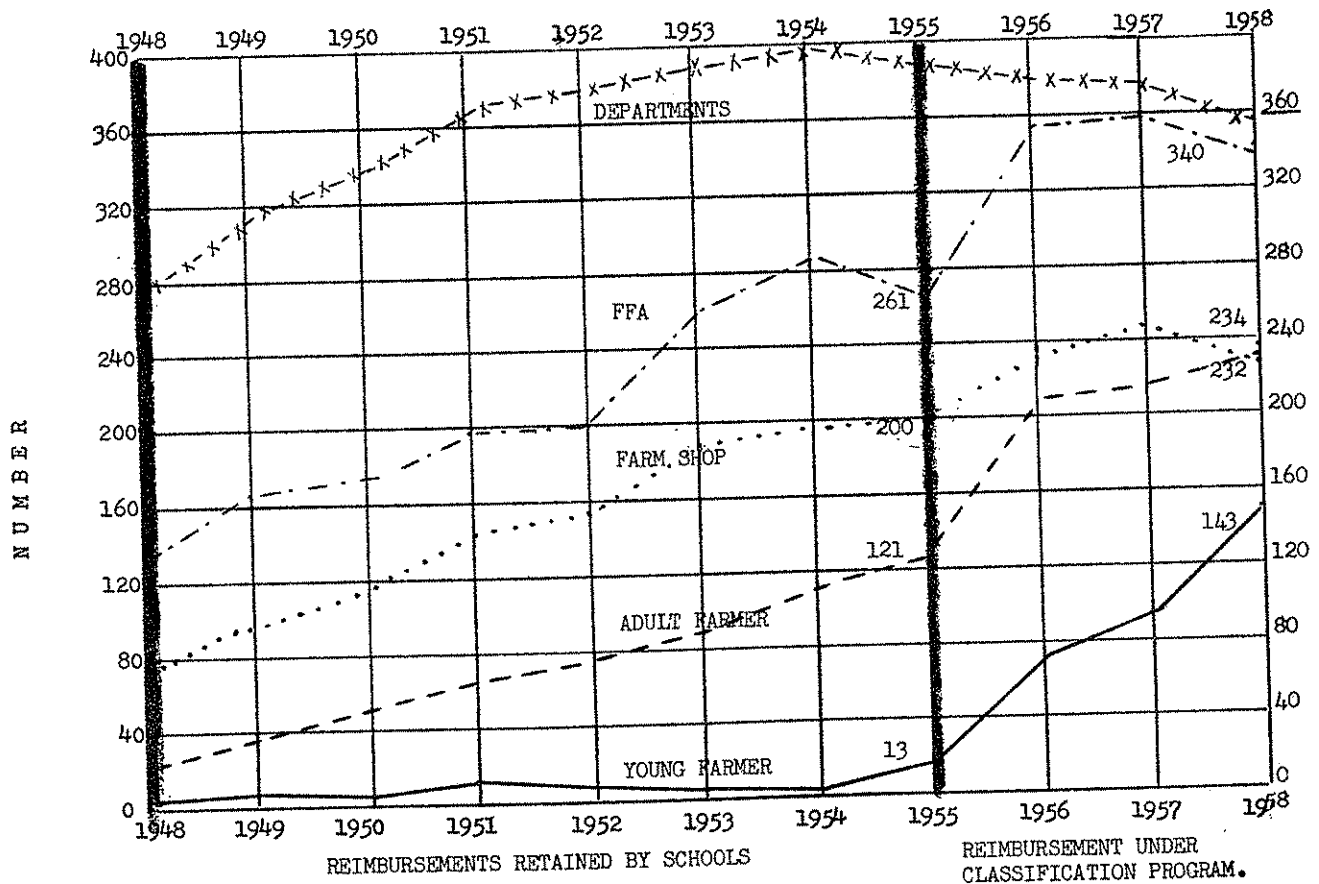
First Class:

A. To qualify as having a First Class program, a department shall meet the following qualifications:

1. Have classroom facilities equivalent to those recommended by the Indiana State Board for Vocational Education.
2. Have on file in the vocational department a copy of the course of study being followed.

3. Have reference materials adequate for the course of study currently being followed.
4. Meet one of the time requirements as outlined in the State Plan.
5. Every student shall have a Supervised Farming Program.
6. Every student shall be accounted for in the Annual Supervised Farming Completion Record.
7. There shall be an active Advisory Committee for the vocational agriculture department.
8. The school corporation shall provide a minimum budget of \$420 for teacher travel.
9. There shall be an approved FFA Chapter.
10. There shall be an approved Farm Shop Program.
11. There shall be an approved Adult Farmer Program and the school corporation shall pay the teacher a minimum of \$150 for each such program completed.
12. There shall be an approved Young Farmer Program and the school corporation shall pay the teacher a minimum of \$150 for each such program completed.

CHART NO. 1 - NUMBER OF DEPARTMENTS, FFA CHAPTERS, FARM SHOPS ADULT AND YOUNG FARMER CLASSES BY YEARS, 1948-58



13. The teacher shall have a minimum of one 55-minute period per day assigned to program supervision and farm visits, preferably the last period of the day. Additional periods assigned for this purpose as needed shall be counted in determining the pro-rated reimbursement.
14. Whenever the teaching load in vocational agriculture exceeds 60 high school vocational agriculture students, a careful review of the program will be made to determine the advisability of an additional vocational agriculture teacher.
15. The school is certified by the General Commission of the Indiana State Board of Education as holding a First Class or higher Commission. (Whenever a school meets all other qualifications (1-14), a careful review of the program by the State Board for Vocational Education to determine the advisability of granting an exception to #15 may be requested.)

Second Class:

B. To qualify as having a Second Class Program, a department must meet qualifications No. 1 through 8 as listed above for First Class programs and these other qualifications:

1. There shall be at least two of the following four areas of instruction provided:

- a. Approved FFA Chapter
- b. Approved Farm Shop Program
- c. Approved Adult Farmer Program
- d. Approved Young Farmer Program

(In case an approved Adult Farmer or Young Farmer Program is included, the teacher shall have a minimum of one 55-minute period per day assigned to program supervision and farm visits, preferably the last period of the day.)

2. The school corporation shall pay the teacher a minimum of \$150 for each approved adult farmer program completed and \$150 for each approved young farmer program completed.
3. The school is certified by the General Commission of the Indiana State Board of Education as holding a continuous or high Commission. (Whenever a school meets all other qualifications, a careful review of the program by the State Board for Vocational Education to determine the advisability of granting an exception to #3 may be requested.)

Conditional (Limited Approval):

C. A school shall be placed on Limited Approval if it fails to meet the qualifications for a Second Class vocational agriculture department.

1. A school on Limited Approval

may be removed from limited approval in any year in which its program meets the qualifications of a Second Class or First Class Program.

2. A school shall not be allowed to stay on Limited Approval more than three years. If the program has not improved sufficiently in this length of time to merit approval as a Second Class or First Class department, the school shall be dropped from the list of schools having approved departments of vocational agriculture in the State.

IV. Departments Not Approved for Reimbursement—

A. A department shall be dropped from the list of approved departments if it fails to meet one of the time requirements as outlined in the State Plan.

B. A department may be dropped from the list of approved departments if it is markedly deficient in meeting the qualifications for the approved classification.

The classification plan of reimbursement has been well received by school administrators and teachers. Last year, 196 of 244 teachers surveyed voted to continue the classification program. Our goal, naturally, is a "complete" program of agriculture in every school. Our wagon may be hitched to a mighty high satellite, but through the classification plan we are higher now than we have ever been before and are still climbing. □

Who Forms Policies In Agricultural Education?

LOUIS M. SASMAN, Supervision, Wisconsin



Louis M. Sasman

Who forms the policies in vocational agricultural education? Some would say, "the federal government"; some "the state board of vocational education," "the state director" or the "state supervisor";

some perhaps "the agricultural teacher." Certainly all of these and many more have a part in the formation of policies guiding this important program.

The basic policies were established by Congress when, through the passage of the vocational education acts, funds were provided for vocational education and later when the organization of the Future Farmers of America was chartered. Under

these acts and this charter the federal board for vocational education, and later the United States Office of Education, was given some specific responsibilities for policy formation within the limits of the law.

Agricultural education is not conducted in Washington, though. Before federal policies can be developed contact must be established with the states. So the officials of U. S. Office of Education turn to state chief school officers and to state directors of vocational education to get their suggestions in regard to the interpretations that should be made. To the extent that these persons are in close contact with the program in the respective states, they are able to assist in the establishment of sound policies. The chief state school officer, in most states, looks to the state

director. He, in turn, looks to the state supervisor.

But there is no agricultural education in the state capitols or state office buildings and the state supervisor, if he is wise, will look toward the places where the work is done and the people whom it most directly affects.

School boards set the policy in the local school but generally they hire a superintendent or principal and look to him for guidance. One of the superintendent's jobs, usually, is to select the teachers and he does the best he can within the limitations of funds and facilities to select persons who have integrity, initiative and industry. The agricultural teacher, of course, is on the job twelve months in the year. He knows his students and their families as well as the other farmers and businessmen of the area. Here, I think, is the place where policy is made and the laws and regulations interpreted to meet the needs of the school and community.

In Wisconsin, for instance, we have a suggested course of study developed, originally many years ago, by committees of agricultural teachers in cooperation with members of the state supervisory and teacher training staffs and revised from time to time to meet changing conditions in agriculture. But no instructor follows this course of study except to use it as a guide in the development of his teaching program. His course of study is developed by study of the farms and other businesses of the community and by consultation with many different individuals and groups.

Farming programs and the provision of individual on-the-farm instruction are basic in the laws and interpretations of the federal office and the various state offices but again the actual form of those programs and the type of instruction given is determined by the students, their parents, other farmers, the local instructor and the local school administration. The background of the students and the experience they have had both off and on the farms are factors too. The county club agent comes into the picture because most vocational agricultural students have been 4-H club members, have carried "projects" and look upon the vocational agricultural program as an extension of their earlier experience.

The state supervisor certainly has some responsibility in the development of policies and he works with

officers and committees of the state agricultural teachers association in order to be sure that his feet are keeping fairly close to the ground. On the state level, vocational agricultural education is only one of many agencies and organizations dealing with farmers. Therefore, it becomes the responsibility of the state supervisor to work with these organizations and agencies and to get the various viewpoints as to what should comprise vocational agricultural education.

First, perhaps, there are the farm organizations. In many states they represent quite diverse viewpoints in regard to some of the phases of instruction. Then there are the farm cooperatives which represent a large percentage of the farm population and have some definite ideas as to features which should be incorporated into an agricultural teaching program. Many of the breed associations, too, are well organized and speak with considerable authority in the development of policies regarding shows and other phases of livestock programs. The growing of crops and the care and management of the soil are vitally important in both the classroom and individual instruction phases of vocational agriculture, and the Soil Conservation Service and the Agricultural Conservation Program are vitally concerned with those phases of agriculture. So on both the state and local level, policies must be developed which will provide for the closest possible coordination of the instructional program of vocational agriculture and the service programs of these various agencies.

The State Department of Agriculture in many states has the responsibility for the enforcement of laws which protect the producer, the consumer, or the public in general. It becomes the responsibility of the state supervisor to at least see that the agricultural teachers have access to the information they need to provide proper instruction both in high school and in young farmer and adult farmer classes.

Finally, there are the College of Agriculture, the State Experiment Station and the Agricultural Extension Service developing programs for advanced training, in many cases providing short courses for post-high school training along general or specific lines; conducting experiments, often in cooperation with agricultural teachers; and carrying on widespread programs of demonstration through state and county extension specialists

and agents. The state supervisor of vocational agriculture cannot give sound counsel to instructors in agriculture unless he works closely with the state extension staff for the coordination of educational programs. The agricultural teacher cannot be as effective as he should if he works independently of the county extension program. If state policies are developed that provide for close coordination so that agricultural teachers receive from the College of Agriculture and from the extension specialists all of the technical information available, all of agriculture profits.

Nothing has been said here about advisory committees as a means of determining or guiding policies. It has been indicated that everyone from the instructor in agriculture to the teacher educators, the state supervisors, the state directors, chief school officers, program specialists, the chief of the agricultural education branch and the assistant commissioner for vocational education of the U. S. Office of Education must be constantly alert to all possible avenues of information and suggestion. Formal committees are sometimes helpful and sometimes harmful depending upon methods of selection and use. Policy formation to be sound must result from close cooperation and coordination of all the individuals, agencies and organizations involved. Only if that result is achieved is there the possibility of the development of sound policies for all of agricultural education. □

THE COVER PICTURE

This photo was taken during a young adult farmer class being held in the Woodbury High School in Connecticut. The subject being discussed was "fitting the crop to your soils." This is a good illustration of the use of resource persons in teaching adult classes.

E. Phillips Heath, On-Farm Instructor with the Connecticut State Department of Education is on the left; Walter Johnson, a member of the class is in the center; and Raymond Atherton, a specialist in crops and fertilizers with the Hubbard Hall Co., is on the right. □

Merry Christmas

to all from
The Magazine Staff

Kansas Administrators' Participation in Policy Making of the Vocational Agriculture Program

LOWELL D. SATTERLEE, Graduate Student, Kansas State University

How often do administrators participate in activities of the local vocational agriculture department? Do vocational agriculture teachers invite their administrators to take part in the department activities? Are there activities in the vocational agriculture program which, by the administrator's participation in the activity, might help to increase his understanding of vocational agriculture and its purposes and objectives?

According to educational leaders, supervision and improvement of instruction is the primary responsibility of the administrator of the school. Supervision is the highest level at which an administrator works. It has been written that an administrator should devote 80 per cent of his time to supervision and the remainder to administration.

Using these statements and questions as a basis, a Master's Study was completed recently at Kansas State University the purpose of which was to determine the general degree of participation by Kansas administrators of schools that had vocational agriculture in the curricula during the 1959-60 school year.

One-hundred ninety-six questionnaires were distributed. The responding administrators, which totaled 169 or 86 per cent, were located throughout the entire area of the state.

Administrators were asked to check the average frequency with which they attended or participated in the various selected vocational agriculture and FFA activities; the average frequency with which they requested various administrative reporting materials from the teacher. Several questions were asked on the background of the administrators that might help to determine their understanding of vocational agriculture and its functions. Administrators were also asked to indicate those activities which were listed to which they had been invited.

The findings were tabulated and generalizations and recommendations were formed based upon the responses given by the administrators. The administrators were, as a group, not experienced in vocational agriculture. Four per cent had taken vocational agriculture in high school. Seventy-seven per cent, however, had, at one time, lived on a farm. Only one out of the 169 administrators had taught vocational agriculture. Fifty-five per cent of the administrators had over five years experience as an administrator of a school with vocational agriculture in the curriculum. Sixty-nine per cent had not taken any college work in the field of vocational education.

From responses given by the administrators it was indicated that due to the many responsibilities and duties of the administrator as the educational leader of the school, he may not spend the time he would like participating in vocational agriculture activities, as well as the activities of other departments of the school. Because of this fact it was felt that the vocational agriculture teacher should take the initiative in helping the administrator develop a full understanding of vocational agriculture, its functions, objectives and purposes. The teacher should not wait for the administrator to request information on the activities of the department. The teacher should do everything he can to keep his superiors informed on what he is doing, what the FFA is doing and plans to do, and what is being done and planned in the vocational agriculture classes. The administrator felt that he should be kept informed on these activities and he has no way of finding out except through the teacher since he cannot attend all the activities of the department. Even though the administrator cannot attend these activities, the teacher should extend a personal invitation to the administrator.

Communications is the best answer to better relationships between the administrator and the vocational agricultural department. All problems can

be resolved through conference. All teachers and administrators should recognize each other as professionally trained persons and respect and consider each others' opinions especially where differences exist.

Following is a list of recommendations for vocational agriculture teachers based upon the responses given by the administrators:

1. The vocational agriculture teacher should keep the administrator posted at least each six weeks on the progress of boys that are low achievers in his classes. An oral report probably would be sufficient.

2. Vocational agriculture teachers should keep a plan book in which should be kept teaching plans for at least one week in advance. The plan book should be available to the administrator, state supervisor, school supervisor, or any interested person upon request.

3. Vocational agriculture teachers should submit a tentative schedule of vocational agriculture and FFA activities for the semester or year to the administrator at the beginning of the school term; and, as the term progresses, should receive clearance from the administrator no less than one week ahead of the time the activities are to take place. Clearance is especially needed on those activities which require the students and/or teacher to leave the school grounds during the day.

4. The vocational agriculture teacher should ask the administrator to inform the other staff members at least one week in advance about those activities of the agricultural department which may effect their classes. This will also indicate to the staff that the activity has been approved by the administration.

5. The vocational agriculture teacher should compare and balance his vocational agricultural account books once a month with the official vocational agricultural budget account kept in the central treasurer's office.

6. The vocational agriculture teacher should invite the administra-

¹Lowell D. Satterlee. "Kansas Administrators' Participation In The Program of Vocational Agriculture." Unpublished Master's Report, Manhattan, Kansas. Kansas State University Library.

tor to visit a vocational agriculture classroom whenever the administrator desires, and particularly when it is felt that the administrator could help improve the instructional process in the classroom.

7. The vocational agriculture teacher should invite the administrator to inspect some supervised farming programs at least once a semester.

8. The vocational agriculture teacher or his representative should invite the administrator to each FFA meeting and ask him to participate in FFA meetings of special importance.

9. The vocational agriculture teacher should invite the administrator to accompany the teacher and a vocational agriculture class on a field trip at least once a semester.

10. The vocational agriculture teacher should explain selected boys' supervised farming record books at least one a year. (For example: those who have made great progress in their farming program or State Farmer or American Farmer Candidates.)

11. The vocational agriculture teacher should have weekly conferences with the administrator for the purpose of informing him and enlisting his help in improving the instructional program.

12. The vocational agriculture teacher should issue a standing invitation to his administrator to attend

the adult classes in agriculture. When an adult class is initiated, the teacher should ask the administrator to participate in the opening meeting and advise in organizing the class.

13. Every effort should be made by the vocational agriculture teacher to take the administrator along to at least one session of the State FFA Convention, preferably the session at which the State Farmer Degrees are awarded.

14. Every effort should be made by the vocational agriculture teacher to take the administrator along when attending the National FFA Convention.

15. Though the administrator cannot attend all of them, the vocational agriculture teacher should have his administrator accompany him to a different contest each year, and always invite the administrator to go to each one.

16. The vocational agriculture teacher should seize every opportunity to increase his administrator's understanding of vocational agriculture.

17. The vocational agriculture teacher should see to it that the state supervisor and his administrator are well acquainted and that the administrator understands the supervisor's functions. The teacher should keep the administrator informed on the help he receives from his agricultural supervisor.

18. The vocational agriculture teacher and his administrator should cooperatively plan and formulate a tentative schedule of the teacher's summer on-the-job activities.

19. The vocational agriculture teacher should submit a schedule to his administrator each week of what he has done each day of the previous week during the summer months on the job.

20. The vocational agriculture teacher should see that the administrator is kept fully informed on all advisory council meetings. If the administrator cannot attend the meeting, the teacher should inform him of the council's activities and obtain his approval of decisions and conclusions reached.

21. The vocational agriculture teacher should ask the administrator for permission to present to the school board an outline of his agricultural program of instruction (objectives, what is taught, and why it is taught).

22. The vocational agriculture teacher should keep his administrator informed on the time spent on other phases of the total agricultural program outside the day-school classes.

23. The vocational agriculture teacher should invite the administrator to accompany him on some of his supervised farming visits to both the boys' farms and adult class members' farms. □

Policy Making and the Future of Vocational Agriculture

WILLIAM P. FARRAR, Vo-Ag Instructor, Craftsbury Academy, Vermont



William P. Farrar

present policy all the way along the line is aimed at achieving these objectives.

"To make a beginning and Advance in Farming" is the stated primary objective of vocational agriculture to-day. The next five major objectives are meant to support this first one, and

Therefore, on a theoretical level, the policy making in any local vo-ag department should be to accept into the program only farm boys who plan to become farmers or others who wish to enter into farming. These boys should be average or above average in intelligence because farming is big business to-day and requires managerial ability, financial acumen and technical skill as well as a love of farming.

The day has long since gone when you farmed if you couldn't do anything else. There are enough marginal

farms and farmers. It would be an injustice to a boy of slow ability to accept him into the program and encourage him toward establishment in farming in an area where he probably can never succeed.

That is theory, but what are the facts. The outstanding fact is that we are training more boys for agricultural occupations other than farming. With a rapidly shrinking farm population, it was an inevitable trend.

Progressive teachers accept into their programs many boys who never will have the opportunity or interest to farm but who have an interest in some phase of agriculture; they also enroll boys who have made no vocational decision and wish to explore vocational agriculture. In many small schools, they enroll boys simply because the curriculum is limited and in this case vo-ag has more to offer than the alternative which may well be college preparatory.

Perhaps one of the greatest weaknesses of current policy (and this is true of vocational education in general at the high school level) is the assumption that boys are ready to make a vocational decision at the freshman level and enter into training for that occupation.

What of the future and what policies must we adopt to meet this future?

Economists tell us the end is not in sight and that the farm population will continue to shrink and farms continue to grow in size.

Three forces will be acting to place more vocational training beyond the high school level. One—Increased mechanization requires a higher degree of skill and training in all vocations, Two—The complexities of living in our society to-day requires a broad education. Consequently, high school education will be made more liberal with special vocational training coming in the last two years or beyond the normal four years. This trend is now more evident in colleges than in high school. In colleges, emphasis is being placed on liberal

education with specialization coming in the last two years or in post graduate work. Also, many industries prefer to train their own men and want their educational backgrounds to be broad and liberal. Third—Increased mechanization will increase the unemployment problem. This is likely to bring about pressure to keep young people in school beyond the high school level in order to keep them off the labor market. The depression of the 30's made a parallel situation when there was a tremendous upsurge in high school attendance.

There is a need to overhaul our policy to meet these trends. It should begin at the local level with advisory committees and develop through to the top, where it can be coordinated so we won't rush off in a dozen different directions. In truth, it has already begun in many departments but is hamstrung by old existing policy.

Present objective and policy are not as far in left field as it might seem at first glance. We cannot hope to train boys for specific nonfarm jobs in agriculture. It is a widespread

feeling among leaders in agriculture, industry and education that the best training you can give them is a good background in farming.

However, the administration that finances our program and the guidance counselor who feeds us the boys would never recognize this secondary job we are doing by looking at our present objectives and policy. Shouldn't our basic objectives be rewritten to include something like this—"To train boys for nonfarm jobs in agriculture by providing them with a broad farm background"?

We need to show others as well as the boys who have an interest in farming that it is possible to have a job in any of many nonfarm agricultural fields where they will profit from vocational agriculture training in high school.

This additional objective would give official recognition to the fact that we are doing a job beyond training boys for farming, and we can take it from there in developing new policies to meet the many changes that the future holds for vocational education in agriculture. □

Education in a Changing World Through Vocational Agriculture

CLAXTON COOK, Teacher Education, Oklahoma State University



Claxton Cook

Educational opportunities must provide our youth with the ability to live in a changing society. Democratic society by its very nature is a changing society. Growth of the individuals within the society demands continued exploration. Exploration of the free mind brings about change as new ideas and value systems are adopted.

Providing opportunities for youth to develop the ability to meet change or adjust to environment is a major responsibility of the school. The educational opportunities provided by the school should endeavor to develop

an individual who adjusts to the changing environment because of intellectual decisions. This means that he adjust to the social pattern by choice and not by conformity. The intelligent choice of the individual is based on the probing question of "why?"

To conform to the demands of society without searching for the means of self-expression is to lose one's integrity. Those who search for self-expression base their search on "why?" The intellectual mind constantly challenges the social pattern in which it exists. The challenge is promoted by an effort to see if social functions are in line with the orderly operation of the universe.

Experiences encountered by the individual provide a fertile field of reference points for reflective think-

ing. Reflective thinking fortifies the individual's creative capacity. Once he is challenged by creative endeavors, his feeling of the worth and the importance of the individual is brought into proper perspective. This feeling of worth challenges the individual to utilize his full capacities in his endeavors.

The individual who is constantly seeking social acceptance at the expense of intelligent choice is denying his birthright of creative capacity. If decisions are based primarily upon whims and wishes of others, no satisfaction can be derived that comes from within ourselves, and our acts are superficial watered-down expressions of the masses. No spark or challenge, other than the applause of others, is acquired. The deep concern for exploring the depth of the universe and the faith that can be built himself is thereby missed.

Vocational agriculture stands in the middle of the road between learning for learning's sake and labor for completion of a job's sake. Experiences are provided for youth that challenge his creative capacity. These experiences come to youth in the time of their life which authorities recognize

as the most fruitful time for creative endeavors. Creative endeavors provide the sense of dignity and self-respect that aid in adjusting to our changing society. Experiences provide the student with the opportunity to see himself in his total surrounding, and understanding of his relation to the universe is more readily acquired.

Experiences are forceful and dynamic as the total picture is more vivid and understandings are more readily acquired. Understandings are readily transferred to other situations as forces are brought to play in the solving of problems. Providing our youth with problems of nature, such as how to most efficiently feed a pen of steers, places the student in the center of the arena of life. Mother nature's untiring and demanding laws bring into play the basic operation of the universe out of which self esteem and discipline is acquired. Therefore, explorations of our great universe are likely to be attempted with enthusiasm, and the student's ability to change will become a natural process within himself.

Leadership activities in which the student of vocational agriculture participates bring understanding and recognition of his abilities and limitations in communicating with his fellow man. As opportunities are provided for the student to associate with his fellow man in emotional situations,

his sense of adjusting to various personalities for the advancement of the issue at hand is recognized.

Learning to be responsible for decisions and ultimate acts implies that one must be free in making decisions. If one is to be responsible for the decision, he must certainly be unpressured in decision making. The privilege of making decisions automatically assumes the responsibility for the decision. Decisions that reflect wisdom are the results of an understanding of the whole area of concern. Students of vocational agriculture are provided an opportunity to understand total concepts. Decisions are made that demand assumption for the responsibility of the outcome. Selecting a supervised farming program demands recognizable responsibility for the privilege of making the decision. The untiring demand of mother nature involves the students in further research as to why. Self-discipline and the natural resultant of an individualistic personality are brought forcefully into play.

Working with others on a cooperative enterprise develops a sharing attitude. The give and take demanded in working with various personalities develops a strong concern for our fellow man. Learning to work with other people is of major concern in our changing times. Sharing of ideas develops a tolerance and respect for

others as we see how their wisdom and previous experiences are brought to play in reaching objectives. Mutuality in respect and concern promotes the feeling of belonging. A desire to belong is prevalent in youth. Belonging to those whose endeavors promote a feeling of worthiness brings patience and understanding of our neighbor. Change to meet new situations is more easily accepted as we gain faith in the universe and our fellow man. We realize that social acceptance of ourself is acquired by the total contributions of our life and not in just conforming to the whims of society. Cooperative enterprises are prevalent in vocational agriculture. Buying fertilizer or feed on a cooperative basis provides those opportunities that are cherished in developing love for our brother.

Vocational agriculture provides those opportunities for our youth to become educated for a changing world by fortifying our concept of:

Creative endeavors.

Worthwhile contributions to the individual.

Self-discipline and respect.

Understanding of total concepts. Responsibility for the privilege of decision making.

Democratic leadership.

Love for our fellowman through cooperative endeavors. □

June, 1960, Editorial Questioned—

A Rebuttal

CAYCE SCARBOROUGH, Teacher Education,
N. C. State College

A New Program for Every Need.



C. C. Scarborough

Sounds like a campaign slogan. However, this seems to be Editor Krebs' answer in his editorial in the June 1960 issue of this magazine to the question, "New Forms of Agricultural Education Needed?" With the editor's permission, I want to differ with his answer. It appears that the question raised is important in these rapidly changing times. If so, the answer(s) should be the best that we can find.

It is hoped that this rebuttal will cause others to join in if the question merits your attention. It should be added that the discussion here is confined to the high school program since there is less difference of opinion of what's vocational for adults.

The first objection is to accepting the narrowest possible vocational interpretation of education in agriculture as *the* program of vocational agriculture; that is, the direct preparation for the specific occupation of farming. (Although the editor used the term "agricultural occupations," he apparently interpreted this to be limited to farming since this sentence

follows: "The vocational agriculture program, as presently designed, serves well those who need the skills and knowledge of farming.") He then "gives" to the D. O. and D. E. programs the job of serving the needs of those interested in "nonfarm agricultural occupations." Then follows the suggestion that *new courses* be developed in such areas as forestry, fruit production, vegetable production, agricultural mechanics and even farm management. Such new courses would be supported "in the same manner as other general education courses." My argument is that this approach is unsound educationally and unwise strategically.

To be sound educationally, we must follow the best that is known about teaching, learning, growth, and development. If we do not ignore what is *known* about guidance, the high school program cannot be built upon the assumption that those enrolling have made the occupational choice to farm. On the other hand, it

would be more appropriate to include in a *vocational* agriculture program for teen-agers just such courses as the editor is suggesting be handled by someone else as general education. Even "the study of agricultural occupations" is suggested to be a part of a general occupations course. It should not be necessary to remind the editor that exploratory courses are perfectly respectable and are essential to effective *vocational* programs. In fact, exploration is an essential step in any occupational choice. This has important implications for vocational agriculture. In applying this principle to a high school program it means that the courses taken at the 9th or 10th grade level are being taken by boys *not* vocationally mature. This is normal and to be expected. (See Super and Overstreet's recent report of a detailed study on "Vocational Maturity of 9th Grade Boys.")

In addition to being educationally unsound, I suggested that the narrow vocational interpretation of education in agriculture as vocational agriculture was strategically unsound. My argument here is that we must have a dynamic program to interest dynamic boys in this dynamic age. "Establishment in farming" will not do it—even for those who are going to be farmers. Let's make the high school program of *vocational* agriculture vitally important to young people *right now*. Let's help the alert young man to see that vocational agriculture

leads directly to opportunities for serving people and agriculture through agricultural occupations, agricultural business, and agricultural professions. What could be more vocational than vocational agriculture for a vocational agriculture teacher and the many other agricultural occupations, only one of which is farming?

No, I do not believe that the answer to the need for education in agriculture is more *new programs*. At least, let's try to see how well we can serve the *broad vocational needs* of high school youth for education in agriculture through vocational agriculture before giving the job to D. E. and D. O. or setting up new programs.

Anyone interested? □

EDITOR'S NOTE:

The "narrow vocational interpretation" given the June editorial is Dr. Scarborough's. Boys interested in any agricultural occupation requiring the skills and knowledge of farming (such as vo-ag teaching) should be encouraged to enroll in vocational agriculture. The "giving the job to D. E. and D. O." statement of Dr. Scarborough goes beyond the content of the editorial. However, we will be "giving the job to D. E. and D. O." if we fail to design needed agricultural courses.

The "narrow thinking" which concerns me is that which seeks to

prevent us from thinking about agricultural education beyond the confines of present vocational agriculture programs in rural communities. Exactly what is "unsound" about planning agricultural courses "with clearly defined purposes and content to serve the agricultural education needs of all the people"? What is "unsound" about saying that "new courses to be developed would be different for each community because of differences in needs and in current agricultural offerings"? Why is it "unsound" to suggest that "In some situations, the study of agricultural occupations could be a part of a general occupations course"? (I assume Dr. Scarborough purposely failed to quote the following statement found in the editorial: "A general exploratory course in agriculture at the junior high level offers definite possibilities.") What is "unsound" about considering agricultural education needs other than broad vocational needs? And contrary to Dr. Scarborough's statement, the editorial made no suggestions regarding who should teach the new courses.

Let's be realistic! *Vocational agriculture* was not intended to be all things to all people. Let's try to provide some agricultural education for everyone, city and country, even if we have to develop some new courses to do it. Let's stop thinking "vocational agriculture" only and start thinking "agricultural education"! □

School Administrators Evaluate

THE VOCATIONAL AGRICULTURAL PROGRAM

JOHN E. MILLER, Administrative Assistant, Centreville, Maryland



John E. Miller

Constant changes have taken place in the world since the start of vocational education in agriculture. A great deal of re-thinking has evolved concerning what vocational agriculture is doing and

should be doing. It is highly essential that administrators continually evaluate the various programs they administer. With these things in mind, a study¹ was conducted in the fall of 1959 on the Eastern Shore of Maryland to determine the principal's and

¹John E. Miller, *Opinions of School Administrators Concerning the Vocational Agriculture Programs in High Schools of the Eastern Shore of Maryland*, Library, University of Maryland, College Park, Maryland, 1960.

superintendent's opinions concerning the following:

1. Controlling purpose and groups to be enrolled in vocational agriculture.
2. Instructional program.
3. The need for a course in general agriculture.
4. The summer programs of vocational agriculture teachers.
5. The value of field trips.
6. The FFA Program.
7. The duties of vocational agriculture teachers.
8. How the vocational agriculture teacher should keep their administrators informed of their activities.
9. The on-the-farm instruction activities of vocational agriculture teachers.

10. The attitudes of the community towards vocational agriculture.
11. The phases of the vocational agriculture program which should be given more or less emphasis.
12. What qualifications of vocational agriculture teachers seemed to be inadequate and what personal qualities needed to be improved.

Controlling Purpose

The majority of the administrators queried would like the controlling purpose of vocational agriculture to be training for useful employment in farming or related occupations and not just farming alone. The majority also did not consider that the percent of students entering farming was important in order to justify the vocational agriculture program.

All-day, young farmer, and adult farmer students were considered to be enrollees for vocational agriculture classes and should receive on-the-farm instruction by the vocational agriculture teachers. Because a student could not carry on a supervised farming program should not eliminate this student from taking vocational agriculture according to most of the administrators.

The administrators likewise believed that students enrolled in classes of vocational agriculture because they planned to be farmers or were interested in occupations related to farming.

Instructional Program

Over one-half of the principals and one-fourth of the superintendents said that the vocational agriculture teacher had not explained to them the possibilities of the young farmer and adult farmer programs. More than three-fourths of the principals and superintendents believed that the vocational agriculture program offered the necessary basic occupational preparation needed for youth who go immediately into farming upon graduation from high school.

Most of the administrators felt that students who enrolled in vocational agriculture did not lower their social status among other students by so doing. In addition, the administrators felt that vocational agriculture was not as important a factor today in keeping farm youth in school as it was several years ago.

General Agriculture

The pro's and con's concerning a general agriculture course have been tossed about many times. Half of the principals felt that there was no need for a general agriculture course while about three-fourths of the superintendents were in favor of such a course. There were some differences of opinion as to when to start vocational agriculture instruction. The majority of the principals felt that instruction should begin in grade nine while about half of the superintendents were in favor of beginning in grade ten.

Summer Program

All of the superintendents and all but two of the principals felt that the summer programs of vocational agriculture teachers justified twelve months employment. Many of the principals admitted that they knew but very little of what the vocational agriculture teacher should be doing during the summer months. Between 40 to 80 percent of the vocational agriculture teacher's time should be spent supervising the farming programs of students during the summer months according to the majority of the administrators. These students would include all-day, young farmer, and adult farmers. In addition to supervising projects, reorganizing shop and classroom facilities, reorganizing course content, taking students to regional, state, and local FFA activities and assisting with local fairs were selected by the majority to be important activities for vocational agriculture teachers during the summer. The least selected activity was taking FFA members on an extended tour during the summer.

Field Trips

More than eighty percent of the administrators said that the vocational agriculture teachers had invited them on a field trip within the last three years. The administrators unanimously agreed that field trips have an important place as a teaching method in vocational agriculture.

Some sixty-four percent of the principals and thirty-three percent of the superintendents had gone on a field trip with a vocational agriculture class within the last three years. The administrators were quite commendable about the use the vocational agriculture teachers had made of field trips and other community resources.

Future Farmers of America

The administrators believed the Future Farmers of America to have common objectives with vocational agriculture and that the primary function of the Future Farmers of America was to develop rural leadership and not to recruit enrollees for classes of vocational agriculture. The administrators definitely felt that the Future Farmers of America did not tend to create segregation between vocational agriculture students and other high school students. Repeatedly, administrators reported Future Farmers of America members who were outstanding leaders in other areas of the school programs and attributed their successes to the training they received in the Future Farmers of America and vocational agriculture program. One-third of the principals and three-fourths of the superintendents felt that contests should receive less emphasis. About one-third of the administrators felt that the Future Farmers of America should be given less emphasis.

Vocational Agricultural Teacher's Duties

What the vocational agriculture teacher teaches in addition to vocational agriculture will depend to a large extent upon the type of vocational agriculture program the teacher has in operation and the enrollment in vocational agriculture, according to most of the administrators. They did say they preferred the vocational agriculture teacher to work primarily in the areas of their professional training.

Only one principal and superintendent felt that the vocational agriculture teacher should not be required to perform the same duties as the other teachers in a school, such as sponsoring classes, etc. About one-third of the administrators felt that the relative work load for vocational agriculture teachers was less than that of other teachers in the school system. About half of the administrators felt that the work load was about the same as for other teachers.

Workshops for professional improvement was selected as the most justifiable activity for vocational agriculture teachers to engage in outside the school area during the school year.

Keeping Administrators Informed

The majority of the administrators said that a projected monthly schedule of activities from a vocational agricul-

ture teacher would be desirable in assisting them in carrying on a better total school program. A report giving the projected plans for a week in advance and report of the past week's work as outlined by the Maryland State Department of Education was strongly urged to be used during the summer months as it keeps the administrator better informed of the vocational agriculture teacher's activities.

On-The-Farm Instruction

The majority of the administrators felt that the vocational agriculture teacher should carry on a systematic schedule of on-the-farm instruction for all-day, young farmer, and adult farmer students. The majority were also in favor of occasionally excusing vocational agriculture students from last period classes for on-the-farm instruction. More than three-fourths of the administrators said that the vocational agriculture teacher had invited them to go on a supervisory visit to students. About one-half of the principals said they had never gone on a visit during the summer months while 71 percent said they had gone on a visit during the school term. Fifty-six percent of the super-

intendents said they had gone on a visit during the school term and 67 percent had gone on one during the summer.

Community Attitudes

The majority of the administrators felt that the people in their communities regarded the vocational agriculture program as significant only for persons concerned with agriculture. A minority of the administrators said that the majority of their local people were indifferent towards vocational agriculture. The majority of the administrators believed that their communities would be willing to support the vocational agriculture program without federal funds being available.

More or Less Emphasis

More emphasis was considered by the administrators as being needed for the farming programs of students, young farmer programs, adult farmer classes and farm mechanics. In addition, three-fourths of the superintendents expressed classroom teaching.

The biggest single weakness of vocational agriculture teachers mentioned by the administrators was lack of good housekeeping. Fifty-seven percent of the principals felt

that the vocational agriculture teacher lacked qualifications to organize adult classes.

Apparently the majority of the administrators believed that vocational agriculture teachers need to improve continually their associations with administrators, other faculty members, and the people in the community.

In Conclusion

Each of the administrators in this study was interviewed personally and the investigator believes that each of them was most sincere and frank in their replies to the questions asked. As administrators, they welcomed the opportunity to give their views of vocational agriculture in hopes that some alterations or changes might be possible.

Apparently, it would be well to survey the administrators in the rest of Maryland and determine their opinions of vocational agriculture. A considerable amount of re-thinking could probably come about if this could be accomplished. As times change, programs change with the times if they are to meet the needs of the youth who participate in the programs. □

India Needs More Vocational Agricultural Schools

M. K. MOOLANI, Instructor in Agriculture, Indian Institute of Technology, Kharagpur, India

It is generally accepted that agricultural development depends upon the effectiveness of the institutions of agricultural education and research. The success of these institutions will ultimately be measured in terms of agricultural prosperity and the satisfaction of the way of life typical of the agricultural family. India is the second most populous country in the world with 400 million people. Agriculture is critically important to the people of India where more than 80% of people depend on it. The rate of population growth in the country is going up significantly every year and hence it is extremely important to educate the farmer to produce more through the application of modern methods of science and technology. Many basic problems

must be solved before agriculture can be reorganized and industrialized to raise the standard of living of rural masses.

Literacy Problem

There are still hundreds of millions of men and women in economically underdeveloped countries for whom the written or printed word is meaningless. Such millions of people lack the most elementary knowledge of the world in which they live and of the conditions necessary to enable them to live decently in it. The situation exists in many parts of Asia, the Middle East, the whole of Africa, in many countries of South America, and in India. The state of literacy in India (which is about 40%) is to be improved and immediate steps are to be taken to

bring about an improvement in educational facilities. As regards the agricultural educational system, this needs immediate changes to coordinate agriculture education at all the levels — elementary and high school, college and university. Since millions of people in the rural areas are now demanding such education at the local school level, more agricultural schools are prerequisite to rapid improvement of the situation and a resultant better and happier life.

Need for Agricultural Schools

The vocational agriculture schools are essentially intended for those rural youths who cannot afford college education but at the same time would like to have education with an agricultural bias with a view to

returning to the soil. The number of agricultural schools in the country is too low to keep up with the demand for agricultural education at the school and college level. These are obviously quite inadequate to meet the requirements of the rural population. Thus there is a very urgent need for establishing more such schools to impart training in improved methods of agriculture.

Understanding of Population Age Groups

Anyone interested in agricultural education must be concerned with the dynamics of population characteristics. If we study the different age groups of the total population, it can be stated that 24.8% of the total population is made up of boys and girls of 5-15 years of age. Further, we can see that an appreciable percentage of children do not continue education beyond 13-14 years of age and thus there is a vast task of providing education to such a large percentage of children at this early age.

Report of Joint Indo-American Team on Agricultural Education

The team reviewed in 1955 briefly the activities of the present organizations conducting educational programs in the country. The team found that there exists in India a keen interest in the development of institutions equivalent to the European Volkshule. The schools are intended to impart the type of instruction best adapted to the needs of the agricultural population of rural areas. Training in these schools should be essentially of a practical nature to enable the young farmer to develop his skill and acquire a balanced and progressive outlook. Many rural youths cannot afford college education in agriculture and the number of agriculture schools is inadequate to cope with the demands of many people in the country. With the introduction of "co-operative farming," the need for establishing such schools has assumed great importance.

Future Themes

January—Evaluating the Farm Mechanics Program
February—Relationships Among Agricultural Education Agencies
March—A Modern Philosophy for the FFA

The Educational Ladder and Agricultural Education

The different steps of the educational ladder and its organizational pattern will give a solid foundation to the children desirous of continuing education in the colleges. The pattern for agricultural education in rural schools is to be based on a consideration of the general problem of devising an agricultural education program. Nearly all the schools may follow a similar pattern and are likely to be modified on the basis of local community considerations and needs. This may provide a useful basis in bringing a proper coordination of agricultural educational programs at different levels in school, college and university.

Agricultural education should provide training in the knowledge and skills appropriate to the field of agriculture including farming, farm related services, industrial and agricultural sciences. It may be designed to meet the needs of the community and the courses should provide for the directed or supervised practices in agriculture or any of its related arts, sciences or businesses. Such training should be of a nature and duration that it would be a practical experience.

Basic Considerations

The most important considerations should be based on the view that agricultural education may be provided in every unit of the public school system: elementary or primary and secondary high schools. Long term public policy for development of public school education in agriculture must be involved in the school districts, states and nation.

At the primary level, it should be integrated with other courses to give a bias and to create interest in agriculture. It should be of an exploratory type in the first cycle of secondary schools, after which the courses of studies may be extended over the rest of the secondary school period. The courses offered should be in agriculture (soil and plant life), animal husbandry, dairying, public health, civics, gardening and horticulture, village industries (poul-

try keeping, spinning, carpentry and smithy, coir making, sericulture, apiculture, etc.), soil management, agricultural marketing, extension methods, and village administration. Each school will have an agricultural farm with practical facilities for all courses.

Schools as Extension Centers in the Community

These schools will be the effective centers of extension service to the surrounding villages. The farmers in the adjoining areas will look up to these institutions for solving their various problems. The classroom knowledge will no more be confined within four walls but will be extended for practical uses thus bridging the gap between knowledge and practice. The practical value of every social and scientific invention or material discovery depends upon being adequately interpreted to the masses. The interpreter stands between the *layman*, whose knowledge of all things is indefinite, and the *investigator*, whose knowledge of one thing is authoritative. The investigator will advance knowledge and the interpreter advances progress for the masses.

Conclusion

There are significantly few agricultural schools for a country with 400 million people; i.e., there are at present about 40 vocational agricultural schools in the entire country with about 3,000 pupils. These are obviously quite inadequate to meet the requirement of the rural population. Thus there is very urgent need for establishing more such schools to impart training in improved methods of agriculture. So, if well-organized courses taught by well-trained instructors provided with adequate equipment could be gradually established in all rural Indian high schools, the effect in upgrading Indian agriculture would be tremendous. To be decided are:

1. The type of vocational agricultural schools to be established throughout the country.
2. The total number of such schools required for the country.
3. Phasing of the programs. □

April—Guidance for Students in Vocational Agriculture
May—Summer Programs of Vocational Agriculture Teachers
June—Informational Programs about Vocational Education in Agriculture

Publicizing vocational agriculture

A Venture in Cooperation

ROBERT E. STEFFY, Vo-Ag Instructor,
Marion Center, Pennsylvania



Robert E. Steffy

For years the Indiana County Fair Association, Indiana, Pennsylvania, has offered five prizes for FFA window displays. There are eight vocational agriculture departments in Indiana County but most of them were not interested in building window displays. This year the agriculture teachers decided that instead of building window displays, they would ask the Fair Association for space to display things that would illustrate and explain the course of study in agriculture as taught in Indiana County, Pennsylvania.

The Fair Association furnished a tent 110 ft. long and 45 ft. wide with 7 ft. walls. Each display occupied approximately 5 ft. x 20 ft. around the outside wall. Livestock and poultry displays occupied the center of the tent. A five-foot walk was around the center, with entrance and exit signs appropriately placed. The back of the tent was closed off with a large State Exhibit illustrating FFA work. A big wooden sign made in the shape of an "A" was placed in front of the tent with the word "Vocational" on one leg and "Agriculture" on the other. Across the center of the "A" was an FFA truck decal. The color of the sign was gold trimmed in blue.

As one entered the tent he viewed shop projects, two from each of the eight

departments. Examples of projects were: sheep feeder, pig brooder, picnic table, cutaway gasoline engine, electrical display panel, set of jacks and other shop work. The Ag. Shop Exhibit was in charge of Mr. J. J. Javornik, Penns Manor.

The center of the Vegetable Exhibit was a 5 ft. x 8 ft. roadside stand with a colorful display of vegetables grown by FFA boys in Indiana County. On the left of this stand was an 8 ft. section, "Planning the Garden and Soil Management." Bulletins, texts, and garden plans were displayed under "Planning." Under "Soil Management" such things as soil sampling, soil test results, and lime and fertilizer recommendations were stressed. On the right was an 8 ft. section, "Insect and Disease Control," using pictures and actual material to illustrate the insects, diseases, and their control. Mr. Craig Oliver, Purchase Line, was in charge of this exhibit.

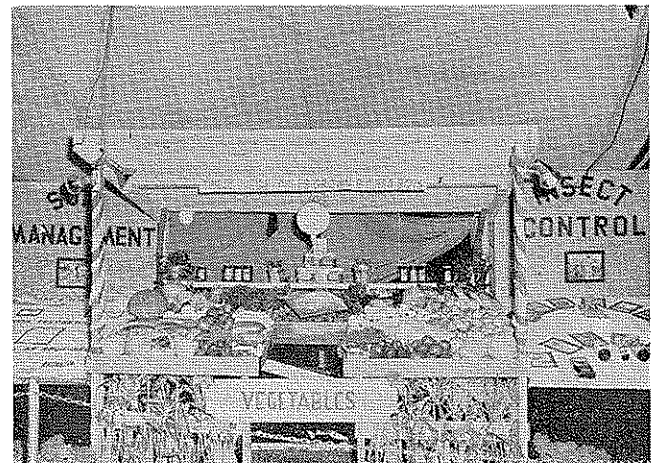
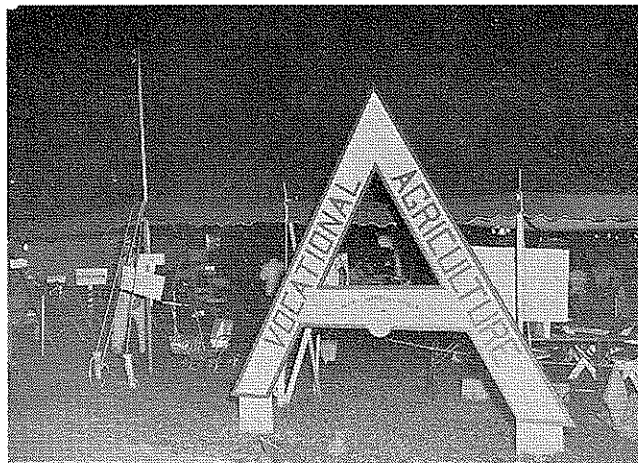
The exhibit, "Production of Good Dairy Heifers," stressed selection and management. In the center of this exhibit was a Jersey calf in an approved calf stall. On the left, "Selection" was divided into "Type" and "Pedigree." Type judging was shown by 16 in. x 20 in. score cards, with photos showing examples of good and poor dairy types. Pedigree reading was shown by

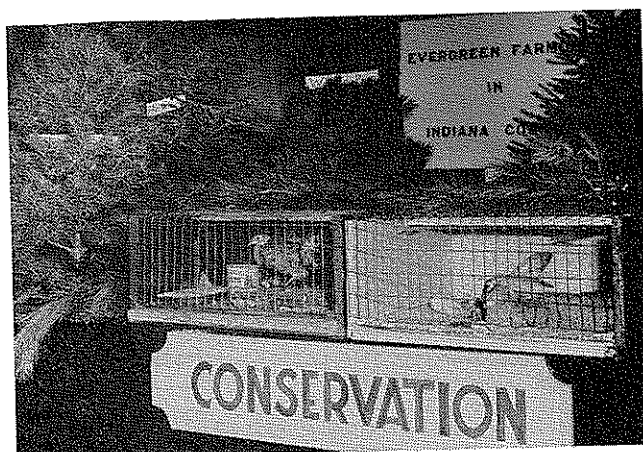
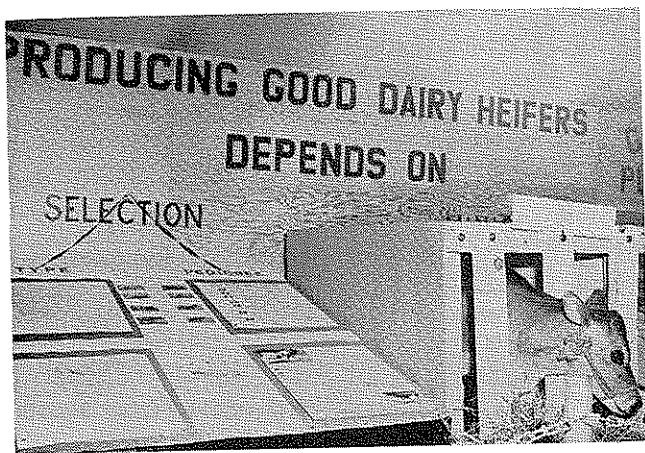


two 16 in. x 20 in. charts showing good and poor pedigrees plus a chart explaining pedigree nomenclature. On the right "Management" was divided into "Feeding" and "Care." A feeding program was outlined from birth to freshening, including an approved grain ration. Care was illustrated by photos of different approved practices. Mr. Joseph H. Moore, Purchase Line, and Mr. Donald Campbell, Blairsville, developed this exhibit.

One third of the 5 ft. x 20 ft. "Agronomy" section contained an exhibit of cut and dried samples of mature grasses and legumes recommended for use in the area. One third contained the insecticides recommended for control of insects displayed on a Hanson-Mounted Sprayer. Heptachlor for spittle bugs and alfalfa weevil, Malathion for aphids and Methoxychlor for leaf-hoppers were furnished by the Eastern States Cooperative. The remaining third was devoted to fertilization, using soil tests, and meeting the needs of the crop by using basic fertilizer materials in bulk form to save money.

The United States Steel Corporation furnished models of equipment used to handle the materials and a quantity of their "Grass Growing Suggestions" booklet for distribution. The background for this portion of the exhibit





was made of Eastern States fertilizer bags. Mr. James L. Cook, Marion Center, was in charge of this section.

Mr. George Zamiskie, Laura Lamar, displayed actual samples of soil conditioners and plant foods along with written materials concerning their use in the "Science in Farming" display.

The "Poultry Area" was set up to show how vocational agriculture pupils care for poultry from the time of hatching to the point of production. The display included an incubator with a glass top and front showing eggs in the process of hatching. The incubator was a point of great attraction and aroused much comment. It could be considered more a means of attracting attendance than a demonstration of teaching. This display helped promote all other displays in the tent. Other units included a small brooder with baby chicks, coops with broilers, nine pens of pullets, and a male and female used for producing cross-bred broilers. Laying cages containing six pens of five birds each made up a laying contest with a chart

showing the results for each day and the total for the week. These pens of layers were entered by various FFA members, the highest-producing pen receiving a prize. Mr. Wenroy Smith, Elders Ridge, was in charge of this unit.

The Wildlife Conservation Area was under the direction of Mr. W. W. Clendenen from United High School. The exhibit consisted of eight labeled samples of the most popular evergreen trees used in reclaiming abandoned lands and strip mine banks. The trees were White Pine, Red Pine, Scotch Pine, Blue Spruce, White Spruce, Douglas Fir, Hemlock, and Austrian Pine. A pair of pheasants and a rabbit taken from vocational agriculture wildlife projects were placed in cages in front of the trees to show what is being done to conserve small game.

The central area of the tent was devoted to livestock. Exhibits in this area included a pen of fat lambs, one fat steer, two dairy calves, two dairy cows, and laying hens. The sheep and cattle were all fitted for show and the

layers were in individual wire cages. Mr. J. Fred King, Purchase Line, was in charge of "Livestock."

Visitors entered the tent on the right side. Here was mounted a large map of Indiana County. Each school jointure was outlined in a different color with the name of the jointure and the teacher's name printed in the outline. The County Adviser's name, Mr. W. W. Schrock, was printed at the top of the map.

This was a venture in cooperation rather than competition. The only publicity any school received was on the large county map at the entrance. There was a whole-hearted response on the part of the teachers and county adviser. This was one of the most successful projects these teachers had ever attempted. FFA officers from different schools were in charge each day. They kept the tent clean and the exhibits in good condition. This seems like a practical way to inform the public as to what vocational agriculture and FFA are doing in our high schools. □

What Happens to Illinois Vocational Agriculture Students After High School?

Eugene S. Wood¹

An assessment of how well a high school vocational agriculture education program is meeting the needs of its students and whether or not they are being trained for proficiency in modern agriculture may be partly gleaned from a follow-up study on its former students. Several such studies have been made in a number of states.

They may be undertaken on a regional basis or by the single department in a high school.

Because rapid changes in agriculture are making it increasingly difficult for former high school vocational agriculture students to become established in farming, it was thought worthwhile and interesting to find out what happens to vocational agriculture students in Illinois after high school.

An attempt to answer this question was made by contacting vocational agriculture teachers and asking them

to give the occupational status of students who received vocational agriculture instruction in high school for one or more years and who graduated or dropped out of high school during the years, 1942, '44, '46, '48, '50. Fifty instructors of vocational agriculture volunteered to supply the needed information for former students who graduated during the above five years and to account for the drop-outs for the same years if such information was available. Returns from thirty-four schools were received in time to be

¹Assistant Professor, Agricultural Industries Department, School of Agriculture, Southern Illinois University, Carbondale, Illinois.

used in this study. The data covered 1409 graduates and 122 drop-outs.

Of the 1409 graduates, 40 per cent were engaged in farming, 8 per cent in occupations related to farming, 36 per cent in occupations not related to farming, 3 per cent in the armed services, and 2 per cent in college. The occupations of 9 per cent were unknown, and 2 per cent were deceased.

The 122 drop-outs were distributed as follows: 25 per cent in farming, 8 per cent in occupations related to agriculture, 38 per cent in occupations not related to farming, 1 per cent in the armed services, 3 per cent in college, 22 per cent unknown, and 3 per cent deceased.

Nearly one-half of the graduates but only about one-third of the drop-outs were employed in agricultural work at the time of the study.

The 563 graduates who were in farming were dispersed in eight types of farming arrangements. Of this group, 1 per cent were absentee owners of land, and 9 per cent were owner-operators. Fifty per cent of

those who were farming were renters, and 10 per cent were combination renters-owners. Partnerships accounted for 16 per cent, 1 per cent were farm managers, 3 per cent were farm wage earners, and 18 per cent were part-time farmers.

The 112 former students whose occupations were considered related to agriculture were grouped as follows: 22 per cent were employed as salesmen, 7 per cent as buyers of farm products, 33 per cent as performing services or custom work, 26 per cent as federal, state, and county employees, and 12 per cent as "other."

The graduates in this study had received an average of 3.2 years of training in the all-day classes of vocational agriculture. The drop-outs received an average of 1.6 years of training.

The study indicates that the per cent of graduates in farming tends to increase with the years of training in vocational agriculture. Of those who had one year of training, 28 per cent were farming; two years, 27 per cent; three years, 46 per cent; and four years, 52 per cent.

Of the graduates, 5.8 per cent had attended young-farmer classes while none of the drop-outs had attended these classes. Nine per cent of the graduates and 3 per cent of the drop-outs had been enrolled in adult-farmer classes. Of the graduates, 6 per cent had been enrolled in institutional-on-farm training while only 2 per cent of the drop-outs had been enrolled.

Only 11 per cent of the graduates and 4 per cent of the drop-outs attended college. Approximately 35 per cent of those enrolling in college attended an agricultural college.

A favorable number of the graduates of these thirty-four Illinois high schools are making use of their vocational agriculture training as nearly one-half of the total graduates and over 57 per cent of the graduates with known occupations are engaged in agricultural work.

Further information regarding this study is available in Southern Illinois University School of Agriculture Publication No 5, "What Happens to Illinois Vocational Agriculture Graduates." □

Conceptualizing the Vocational Agriculture Program*

SANFORD H. GRETEBECK, Research Assistant, College of Agriculture, University of Wisconsin



S. H. Gretebeck

Vocational agriculture teachers, teacher trainers, and supervisors are becoming increasingly aware of pressure to re-evaluate the program of vocational agriculture. The program is also being constantly evaluated by other agencies and individuals from the local level through the national level. The way in which the program is viewed prior to an evaluation may have a direct bearing on the final conclusions.

Judgments are being made of the value of the vocational agriculture program using as a basis preconceived

views of the program. The program might be viewed in one of two ways: As a program that is *training* its clientele for a specific occupation or as a program that has as its objective the *educating* of its clientele. Stated in another way, the program might be viewed as teaching how to grow corn or viewed as teaching how corn grows.

The intent of this article is to portray or conceptualize these two positions regarding the vocational agriculture program to help in clarifying the implications of adhering to one or the other of these two views.

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One Concept of the Program

Figure 1 portrays the vocational agriculture program in a way viewed by many people (frequently by agriculture instructors, other educators, and the general public). The illustration consists of two parts, (1) the

vocational agriculture program as it is formally viewed in its organization and structure and (2) as it is often informally viewed and conducted at the local level. Actually, there is no essential difference between the two other than a recognition of working with a group of general citizens as a primarily service function.

The difference between the work with the three formally recognized groups and the fourth group is found in the way the instruction is organized. The work with the all-day students, young farmers, and adult farmers is systematic, organized units of instructions whereas the work with the general citizens is more likely to be lectures, individualized discussion, committee meetings and service calls not organized around a unit of instruction. The purpose of working with the general citizenry groups or individuals (as found on the lower

*Edited by George W. Sledge, Associate Professor, Agricultural and Extension Education, University of Wisconsin.

edge of the informal structure in Figure 1) has generally been service and public relations. This service effort can be classified into two types, (1) promoting good public relations, and (2) devoting time to specific problems or issues confronting individuals or groups of citizens not enrolled in regular vocational agriculture courses. This second type of service might be labeled professional responsibility in that the training of vocational agriculture instructors often qualifies them for many related activities, and it meets many of the educational needs of these people in an informal setting.

Further analysis of the formal program of vocational agriculture in Fig-

ure 1 shows that three basic methods of instruction with all-day students (group instruction, supervised farming programs, and Future Farmers of America) are directed toward making a beginning and an advance in farming. This is one of the major objectives of the work with all-day students under this concept. The supervised farming program in this case meets the dual purpose: as a means for growth into farming and as a training experience to assimilate the occupation into which the youth apparently will enter. The work with young farmers utilizes basically the same methods as used with all-day students. The objective of the work with young

farmers instead of preparing for entering farming is more specifically concerned with establishment in farming. The adult phase of the program, using slightly different methods, has as its objective an advancement in farming and improvement of farming practices.

A Second Concept of the Program

The second conceptualization of the vocational agriculture program uses education as its focal point. This conceptualization of the program is probably not held by the majority of the "critics" of vocational agriculture. For purposes of the profession, however, it is recognized that education is primary in both conceptualizations of the program. The approach and results, however, from many points of view are matters of current consideration. Figure 2 portrays the second conceptualization of the program. The same groups of people are involved in the program. The same methods of instruction are utilized.

However, there is one basic and fundamental difference in viewing the vocational agriculture program as it is portrayed in Figure 2. The difference is what one views as the purpose or objective of the program. Figure 1 has as an end product effective farming. Figure 2 portrays vocational agriculture having as end product educated clientele. By educated clientele is meant clientele possessing the understandings, abilities, and attitudes that are inherent in working intelligently with the phases of social and biological sciences involved in agriculture. The specific understandings, abilities, and attitudes which are the subsidiary objectives of the second view of vocational agriculture are not to be confused with general education. The specific understandings, etc., are practical applications of the general theories and principles obtained in traditional general education. A sound basic and general education is needed upon which to build the practical applications of the fundamental principles and explore the implications of various modifications of the principles to agriculture.

Analysis of Figure 2 reveals also that the understandings, abilities, and attitudes that are the primary objectives of the work with all-day students are directly applicable to preparing for farming. This does not mean that the understandings, abilities, and attitudes developed are not applicable to other occupations. It means only that the occupation of farming is the major

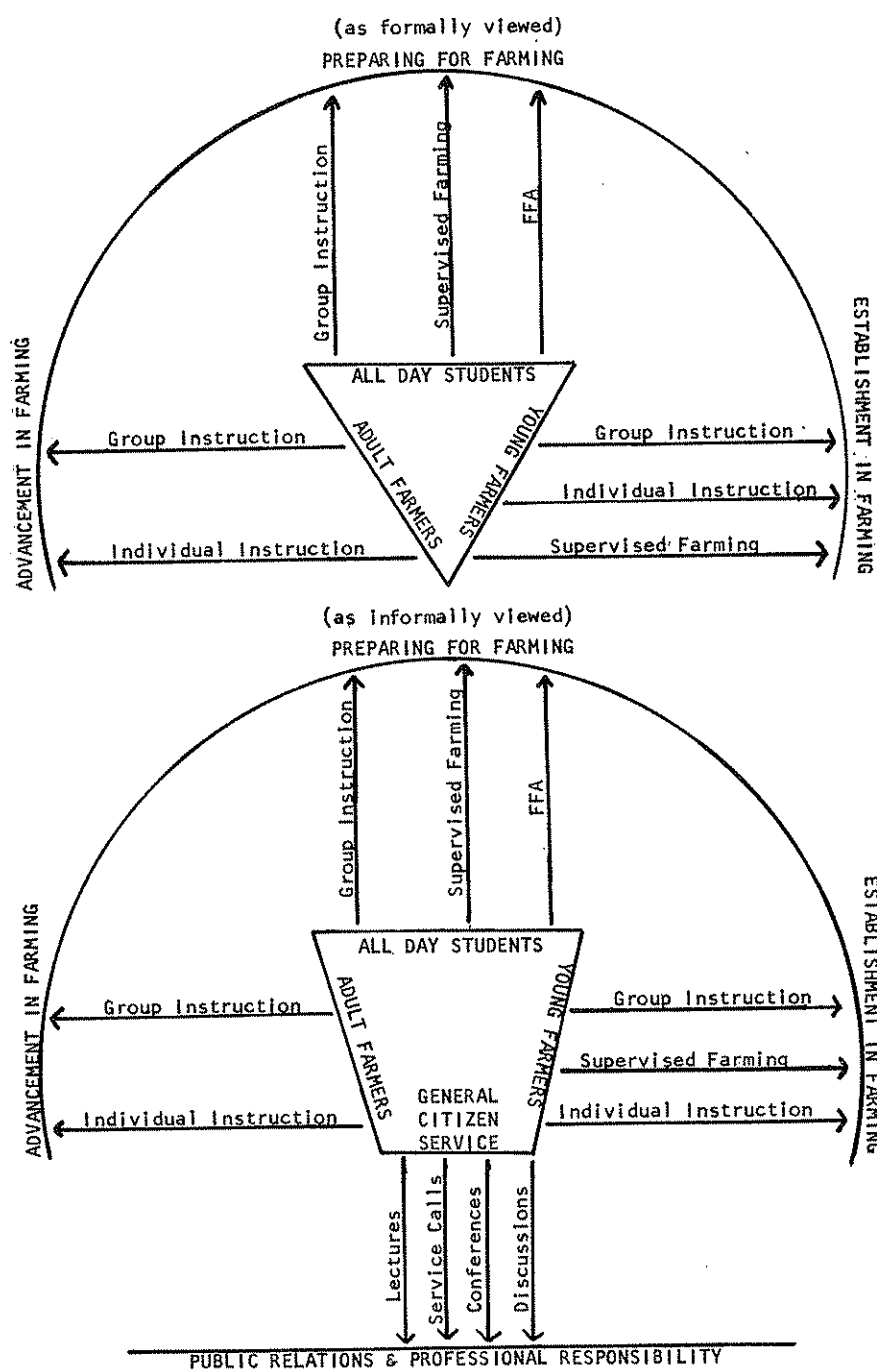


Figure 1: A traditional conceptualization of the vocational agriculture program.

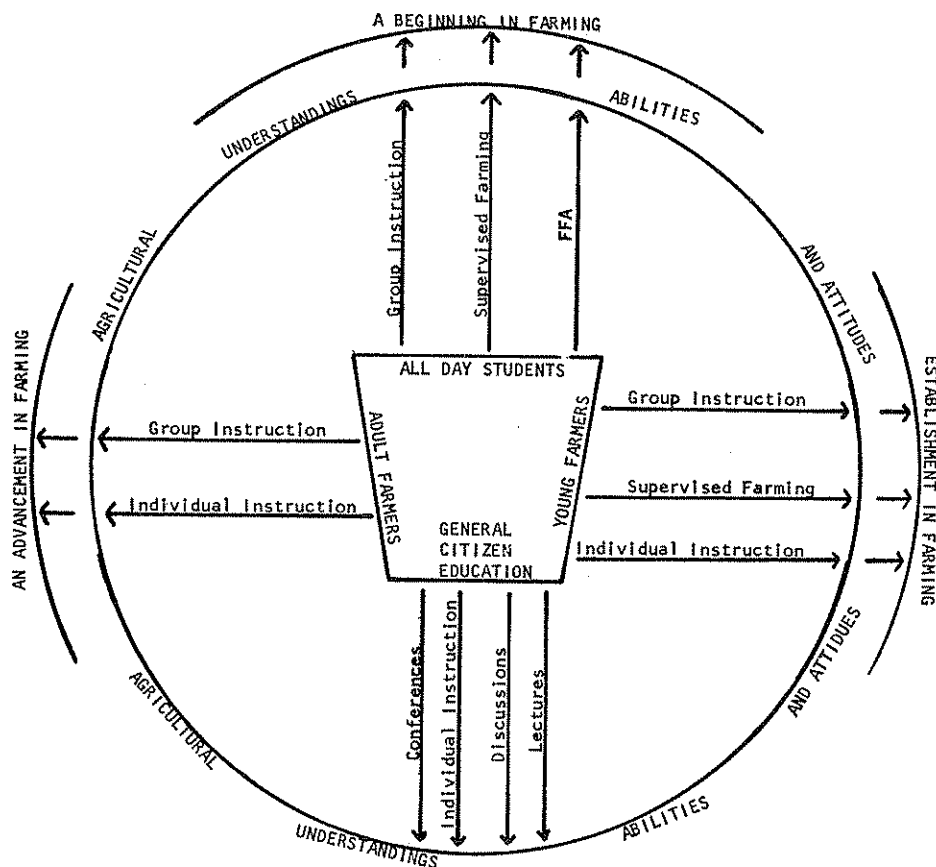


Figure 2: A newer conceptualization of the vocational agriculture program.

determinant of which specific understandings, abilities, and attitudes are to be developed. The supervised farming program under this concept becomes a functional procedure whereby youth develop a clearer understanding of principles involved in management of a farming business, etc. A situation that is analogous to the one just described is the understandings and abilities developed in a high school typing course. The total program is usually directed towards developing clerical workers but the typing abilities developed are also applicable to a wide range of future occupations and to personal needs outside the consideration of the occupation as such. Vocational agriculture can also be viewed in this light if the concept of the program is such as portrayed in Figure 2.

The work with young farmers remains basically the same. However, the second conceptualization of the vocational agriculture program allows for crediting the program with a wider range of accomplishments. The understandings and abilities to be developed are determined by the needs of the clientele in terms of becoming established in farming and are based on the underlying principles and concepts. The understandings and abilities that are developed in most

cases may be very applicable to getting established in other agricultural occupations or further specialization in a college of agriculture.

The work with the adult farmer group is similar to that with young farmers but the major determinant of the understandings and abilities is advancement in farming. In this case, it may also be stated that the understandings and abilities developed are applicable to other agricultural occupations.

The remaining group with which vocational agriculture works is titled general citizen education (Figure 2). The primary difference between this group and the others is that it is not a part of the systematic, organized instructional program. The objectives and purposes are basically the same, developing the needed understandings, abilities and attitudes. The determinant of the specific understandings, etc., varies with the individual or group.

Drawing a Conclusion

As can readily be seen from the objectives or intent of the work with the four identified groups of people in Figure 1, it is basically job or occupation oriented. Vocational agriculture evaluated from this concept could

result in the program being viewed as narrow, allowing the clientele to go in only one direction as the result of participation. The program could be viewed as dealing with a very limited curriculum. The program could be viewed as having predetermined results which may not be altogether desirable in the present rural economy. The program could be viewed as highly structured leaving only a confined role that it can pursue.

There is a basic fallacy in adhering to the conceptualization of the vocational agriculture program as portrayed in Figure 1. It pictures vocational agriculture in terms of only one of its functions or purposes and misrepresents the basic objectives of vocational agriculture as it might be viewed today. The focal point of the program is farming (preparing for farming, establishment in farming, and advancement in farming) whereas the focal point could be education in agriculture.

Implications of adhering to the second conceptualization of the vocational agriculture program (Figure 2) are as follows: The work with all-day students takes on broader meaning. Formerly (Figure 1) the work with all-day students had meaning only for making a beginning and an advance in farming. Now (Figure 2) the work has meaning in terms of understanding the basic principles in such areas as production, processing, management, and marketing of agricultural products. Skills and abilities are also objectives. The development of attitudes is recognized as a part of the program. Enrollment in the agriculture program can be in terms of the understandings, abilities, and attitudes needed and desired by the youth instead of in terms of professed future occupations.

The fallacy of professed future occupations as a criterion for enrollment in the program can be illustrated by the following two points. At the time of beginning a three or four year program of vocational agriculture, the youth generally have not developed to the degree that a specific occupational choice is valid. Numerous studies have revealed that occupational choice during this time frequently is not the actual occupation followed throughout life. Secondly, it would be in conflict with our American tradition to expect youth to follow a confined vocational choice even though he has elected to prepare himself for it at public expense.

The work with young and adult farmers can be viewed as teaching—learning to do, or as teaching the understandings of why, how, and what.

In summary, the way in which the vocational agriculture program is viewed (conceptualization one or

two) may have direct bearing on the conclusions reached in evaluating the program in the future. It may be more vital to the vocational agriculture program to determine how the program is conceived in the minds of the public than attempt to invalidate its criticism.

Viewing vocational agriculture as a program that has as its primary purpose the educating of its clientele, developing the understandings, abilities, and attitudes that are involved in the business of agriculture may be one answer to our future. □

My World

Guidance—A factor in effective teaching

A. FLOYD, Supervisor, Tuskegee Institute, Alabama



Arthur Floyd

A studious father appropriated to his use for a short while the globe consisting of the maps of the world which belonged to his small son. The son soon missed the globe from among his other possessions and began to shout to his father in great dismay, "Daddy, what did you do with my world?"

Well might the same question be addressed to the teacher of vocational agriculture, the high school principal and faculty, the local and state boards of education, the federal office of education, and the parents of the children—"what are you doing with Janie's World?"

Janie has enrolled in the department of vocational agriculture. Why did he enroll? What guidance instruction was given him to encourage him to want to take the course in vocational agriculture? Had he been exposed to any exploratory vocational situations that caused him to select farming as a vocation instead of some other vocational endeavor? Is he acquainted with the obligations, responsibilities, sacrifices and prices he must pay in order to become successful in farming or related endeavors, as well as the opportunities, advantages and rewards that may be gained? Have the major factors necessary for success in farming been considered such as physical stamina, suitable location, adequate knowledge of the production and disposition of the product or products, and the minimum factors of production such as securing an adequate amount of land, labor, capital, and sufficient

knowledge of good management? Has a comparative study of farming and related callings been made with other vocational endeavors thereby forming an intelligent basis on which sound reasoning may be displayed by the student in making desirable selections?

It is very likely that if proper dedicated guidance and counseling were given preceding the selection of the course in vocational agriculture, the great disparity between those students selecting farming as a vocation and those who actually go into farming would be considerably lessened.

Many teachers of vocational agriculture and other local school officials who react to this problem of agricultural enrollment report that because of the meager and insufficient offerings in other vocational subjects, many students are shunted into vocational agriculture. If this situation is true, it would appear that the local and state boards of education should give a hard look at the vocational offerings underway in their local institutions.

In spite of the prevalence of such a condition where only one or just a few other vocational offerings are in evidence in the local school, what recourse may the teacher of vocational agriculture resort to in order to ameliorate the situation? It seems likely that he could consider selling the idea to his principal to conduct career meetings and invite resource people who are specialists in other varied fields of vocational endeavor to talk to the students and bring before them the opportunities and advantages, as well as the requirements and obligations in these several fields of vocational endeavor. The agricultural teacher may look forward to having successful farmers, businessmen, professional people and other people who are successful in their several callings appear

before his classes. The agricultural teacher may accumulate biographies, success stories and case histories of people who have been successful in their several callings. He may collect a list of the many occupations and make short summaries of the requirements necessary for these callings.

It is important for the teacher of vocational agriculture and local school officials to remember that their job in guidance is not complete after the student has made what he considers a wise vocational choice; in fact, it should be emphasized that the work in guidance and counseling has really just begun.

The teacher of vocational agriculture should early realize that as important as his teaching objective is in instilling technical competency whereby the student becomes skillful in the aspect of practical farming, there are still other important activities that must complement his preparation for successful farming. Guidance in thrift, honesty, business and desirable social behavior are necessary adjuncts. Punctuality in taking care of business obligations, working in harmony and in cooperation with others, doing one's share in contributing to the general welfare and uplift efforts of the community and neighborhood, and working cooperatively with associates can hardly be overlooked in carrying on a successful farming program. It is also very likely that a good counseling and guidance program will not overlook the importance of the teacher of vocational agriculture emphasizing the virtue of the student becoming sympathetic and interested in the vocation and welfare of those in other vocational endeavors. Such an attitude will no doubt beget a similar attitude on the part of others. Thus will the teacher of vocational agriculture be happy to respond with pride and satisfaction to the student's profound inquiry, "Mr. Ag. teacher, what have you done with my world? What have you done to my home? What have you done with my life?" □

Some Advantages of—

Multi-Teacher Vo-Ag Departments

JOE R. WHITE, Vo-Ag Instructor, Iowa Falls, Iowa

Most vocational agriculture departments, despite the many changes in education and agriculture over the years, have changed very little as far as the manpower is concerned within the department.

Consider your department in the areas of the following questions:

1. Are you serving a larger farming area, more farm families, and larger classes due to a reorganization of school districts? This is a common occurrence and may in itself justify adding another full-time or half-time man to your department to carry some of the load.
2. Does your department offer a *complete* program of vocational agriculture including that young-farmer group needed and too often forgotten in many communities? Don't assume more responsibilities than you can adequately serve but, on the other hand, don't neglect a segment of

the farm population that especially needs help now. The addition of another qualified man could help in this area.

3. Have the farming programs of your students maintained the pace of a rapidly changing agriculture? This is an area of much needed change, requiring more farm visitations and parent-student-teacher conferences on the needed changes. Perhaps you could use help in this problem area.

Consider advantages of multi-teacher departments other than those mentioned and there are many which won't be mentioned in this article.

Increased FFA educational-leadership activities could help justify some assistance and could be a real advantage to you and your department.

Broader participation of the department, the FFA chapter, and the



J. White (left) and D. Swafford do some joint thinking in their office.

instructor in important community activities and organizations may be possible through the addition of more teacher help. Good public relations between rural and urban populations is needed now as never before in recent times.

The last advantage I will mention is the area of your own continued formal education. Added help may make it possible for you to continue your education during college summer sessions.

Carefully analyze the present program and the potential of vocational agriculture in your community. Can you handle the job adequately, or would it be to the advantage of your school to give you some help? □

Our Job as Teachers

From the foothills to the mountains

SHUBEL D. OWEN, Teacher Education, N. Dakota Agricultural College



Shubel D. Owen

All of us are likely to become so absorbed in the daily routine of our work that we lose the broader perspective of our job as instructors of vocational agriculture. The horizons of our job as teachers extend beyond our normal range of vision. In the performance of our daily tasks as teachers we spend most of our time on the plains. We become victims of occupational fatigue, too weary to journey to the nearby "foothills" and the more distant "mountain peaks" from where we may gain a broader view of the hori-

zons which encircle us. Yet, to gain a true and comprehensive view of our job as teachers, we need to journey frequently to the "foothills" and occasionally to the more distant "mountains."

To gain perspective in our work we need to take time for professional improvement. We may not always find time to go to the more distant mountain peaks, but too frequently we are not availing ourselves of opportunities awaiting us in the nearby foothills. The professional "foothills," where we may go to sharpen our sense of perspective and more adequately evaluate our activities as teachers, include:

1. Affiliating with and taking an active part in the programs of professional teachers' organizations on the local level. We are doing a good job

of joining these organizations. All North Dakota vocational agriculture instructors belong to the North Dakota Vocational Agriculture Association, the North Dakota Vocational Association, the American Vocational Association, and it is assumed all belong to the North Dakota Education Association. Many are members of the National Education Association and the National Parent-Teacher Association. We are joining these organizations, but are we taking an active part in their programs? If so, we will have an opportunity to share ideas with fellow teachers and to enlarge our professional horizon.

2. Meeting with groups of vocational agriculture instructors. This gives us another opportunity to gain perspective. Sharing ideas with our fellow workers stimulates our thinking, activates our imagination, and tends to prevent occupational stagnation. The "foothills" of group meetings vary from the lower hills, where we talk over our common problems with one or two co-workers, to the

higher and more distant hills such as national meetings. Before we can appreciate the view from the more distant hills we must understand the view close at hand.

3. Professional reading. Someone has said, "Thinking, reading, planning; no man can climb very high in any occupation unless he has time for these three." If we are not taking time to read the splendid professional magazines upon which we can so easily place our hands we are seriously curtailing our horizons. As a minimum, it is suggested that vocational agriculture teachers should find the time to read regularly the *Agricultural Education Magazine*, *American Vocational Journal*, *North Dakota Education Association Journal*, *NEA Journal*, and

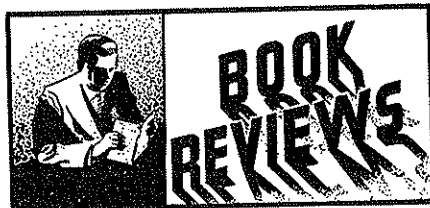
the *National Parent-Teacher Magazine*.

Let us include in the "foothill" of professional reading the reading of good professional books. These supplement professional magazines. Many teachers have found it helpful to establish certain goals for reading professional books. This has stimulated and increased my interest in such reading. When you establish a goal you soon will find yourself with a waiting list of interesting books you want to explore. It has been said, "Those who don't read good books have no advantage over those who can't read them."

These are three of the more significant opportunities for stimulating professional growth, all located with-

in our easy reach. We can take advantage of them without leaving home. These "foothills" await our recognition of them and our willingness to act.

It would seem that we would be acting wisely if we would first explore our horizons from the nearby "foothills" before seeking the larger and more comprehensive view from the "mountain peaks" represented by summer school and graduate programs. Both views are needed, however, if we are to maintain our perspective as teachers and grow professionally. For the growing teacher, professional growth is a must. We hope all North Dakota vocational agriculture teachers are growing teachers. □



MARKETING POULTRY PRODUCTS, by Benjamin, Gwin, Faber, and Termohlen, John Wiley & Sons, New York, 5th edition, 327 pp., ill., 1960.

This is the fifth edition of a well-known book on the subject which was first written by Dr. Benjamin and published in 1923. The present edition is marked by increased attention to the economics of marketing and to recent developments in the evolving field of poultry marketing.

The subject matter is "as up to date as could be reasonably expected" in view of the swift changes that are occurring in this field, according to a competent spokesman on poultry marketing.

The book concentrates on marketing from the viewpoint of the commercial producer. Although it is recommended by the publisher for use in both high school vocational agriculture and college classes, the organization of the book and treatment of material is more in keeping with that normally found in college texts. However, high school vocational agriculture students who are preparing to go into the commercial poultry business will find this book worth studying.

Most teachers of vocational agriculture in commercial poultry producing areas will find this book worth reading and will likely want to add a copy to their departmental library.

The authors represent wide and authoritative experience in poultry marketing. Dr. Benjamin was formerly at Cornell and is now in private agricultural consulting work; Dr. Gwin, form-

erly on the staff at the University of Maryland, is manager of poultry marketing for the Purina Company; Mr. Faber studied at Cornell and is now with the USDA; and Mr. Termohlen, a graduate of Iowa State, and formerly head of the Poultry and Egg Branch, USDA, is now an economic consultant and lecturer.

Carl Lamar,
Teacher Education,
U. of Kentucky

METHODS IN ADULT EDUCATION by Morgan, Holmes and Bundy. Published by The Interstate Printers and Publishers, Danville, Illinois, 1960, 192 pp.; illustrated. Price, \$4.00.

This book appears at a time when educators are becoming more and more aware of the great possibilities for adult education programs. The authors have dealt with a wide range of topics as indicated by the following chapter headings: Adult Education and Democracy, Principles of Adult Education, Stimulating Participation in Adult Education, Selecting Methods in Adult Education, Choosing the Type of Meeting, Formal or Stage Presentations, Discussion Methods, Special Discussion Techniques, Demonstration Methods, Conducting Field Trips and Tours, Audio-Visual Aids in Adult Education, Written Communication in Adult Education, Evaluation in Adult Education and A Forward Look.

The chapter titles do not do justice to the contents of the book, however. Hidden behind chapter headings are such interesting items as role playing, brainstorming, listening teams, huddle groups, rules for forming habits, and many others. Most of the emphasis in the book is placed on the nature and use of the many and varied methods and techniques of teaching adults. Teachers of vocational agriculture should find it a very useful addition to their libraries.

The authors are all on the Iowa State University staff. Barton Morgan is Professor of Vocational Education and Specialist in Education Administration; Glenn E. Holmes is Associate Professor and Extension Specialist in Education; Clarence Bundy is Professor of Agricultural Education.

Alfred H. Krebs,
Teacher Education,
University of Illinois

PRODUCING FARM CROPS by H. K. Wilson and A. C. Richer, Published by The Interstate Printers and Publishers, Inc., Danville, Illinois. 329 pp. 1960. Price \$4.50.

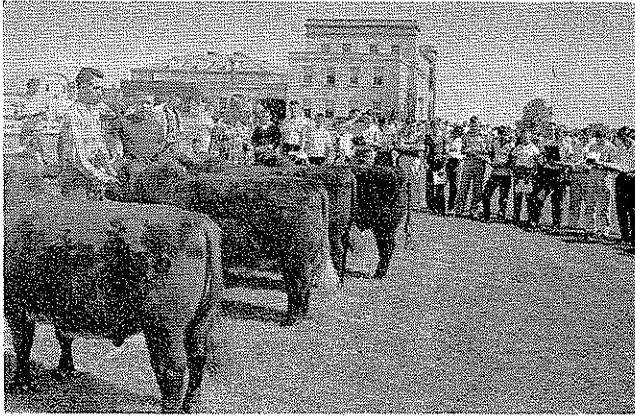
This is a new book. It is written on the high-school-boy level, and is well organized for ease of reading. Another strong feature is that considerable attention is given to agronomy, botany, entomology, and agricultural economics, as they relate to crop production.

The book gives much attention to the why as well as the how in producing farm crops. The author indicates in the Preface that easy-to-understand figures (illustrations) are used in the book. Figures are used because they are more easily understood than tables.

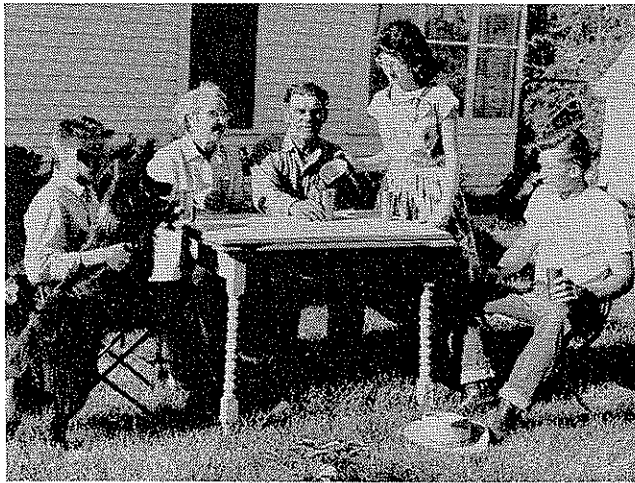
There are 21 chapters in this book. The first nine chapters deal mainly with the science of crop production. Chapters 10 through 18 deal with specific crops; the last three chapters deal with diseases and insect pests of crops, and with weeds and the economics of crop production.

The late Dr. Harold K. Wilson was extensively trained in crop production and spent most of his life as a teacher of farm crops. Dr. A. Chester Richer is professor of Soil Technology at Pennsylvania State University.

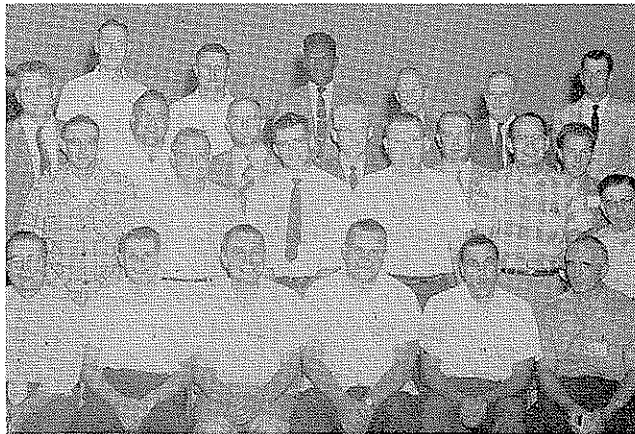
Herbert Bruce, Jr.,
Department of Agricultural Education,
University of Kentucky



Over 2,500 Ohio Vocational Agriculture Students participated in this year's livestock judging contest which was held at Ohio State University on June 3-4. Part of the general livestock judging is shown as they participated in this contest. (Photo by Ralph J. Woodin)



The interview over, American Farmer candidate Arden Uhlir relaxes in the back yard with his bride, his parents and his younger brother. Arden is past Nebraska FFA president and Star State Farmer. (Photo by C. A. Cromer)

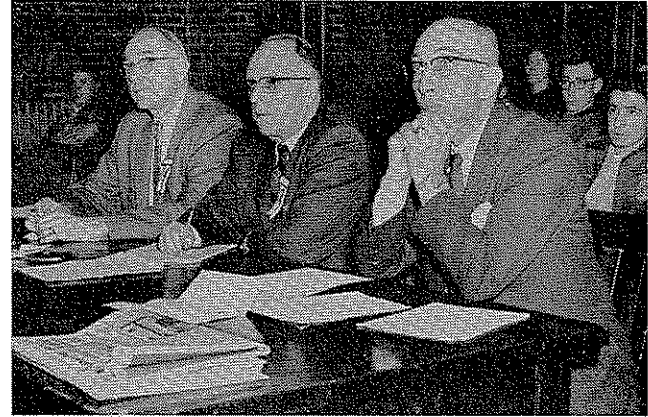


NVATA Region III Group Picture: Left to right, 4th row—James Hamilton, Audubon, Iowa, V. President; Joe Malinski, New Prague, Minn.; E. M. Henry, All Saints, Antigua, West Indies; Louis M. Sasman, State Sup. Madison, Wisconsin; H. E. Urton, State Sup., Pierre, So. Dak.; Ernest Wingen, V. P. Hoven, S. Dak.; 3rd row—V. D. Rice, Alt. V. Pres., Williston, N. Dak.; Emeron Dettmann, Newton, Iowa; Jerry Kleinsasser, Brookings, S. Dak.; Morrell Seeds, Tracy, Minn.; James M. Smith, T Trainer, Brookings, S. Dak.; Glenn Nelson, Mitchell, Nebraska; 2nd row—Art Weiner, West Bend, Wisc.; Dewain Englund, Canby, Minn.; Dennis Lehto, Evansville, Minn.; Ronald Ganzel, Pawnee City, Neb.; Lee Moore, Lexington, Neb.; Mark Murray, Cameron, Wisc.; 1st row—Walter Hansen, Pres., Spring Valley, Wisc.; Ray Reiff, Pres., Colman, S. Dak.; Leo Vossler, Pres., Parshall, N. Dak.; Leo Keskinen, Pres., 2102 Hutchinson Dr., Duluth, Minn.; Harold Crawford, Pres., Sac City, Iowa; Elmer Schrag, Pres., North Platte, Nebraska. Brookings, S. Dak., June 29-30, 1960.



Mr. and Mrs. L. M. Sasman were given traveling bags and some lettuce by the members of the W.A.V.A.I. at the annual banquet. After retiring as Chief of Agricultural Education, he and Mrs. Sasman plan to do some traveling and the traveling bags filled with lettuce will help to make their travels more pleasant. (Picture taken by Ralph Kramer)

Stories In Pictures



THEY PICKED THE WINNERS! ? !

Obviously an action picture, these three State Supervisors of Vocational Agriculture are shown as they judged the FFA Demonstrations at the 1960 Pennsylvania Farm Show in Harrisburg. Left to right: Warren Weiler, Ohio; R. C. S. Suttiff, New York; and Harry M. McDonald, Maryland. (Dept. of Public Instruc., Harrisburg)



State officers of the six states in Region IV of NVATA met at Kentucky Dam Village in Kentucky, June 20 and 21, with Vice President G. Buchanan Presiding. L. to r.: Back row—R. Alexander; B. Harrison; L. Fay; D. Johnson; Bill Fulbright. Front row—W. Bomeli; K. Russell; H. Drake; G. Buchanan; L. Fitchett; K. McQuire. W. S. Weaver, alternate vice-president of the region took the picture.