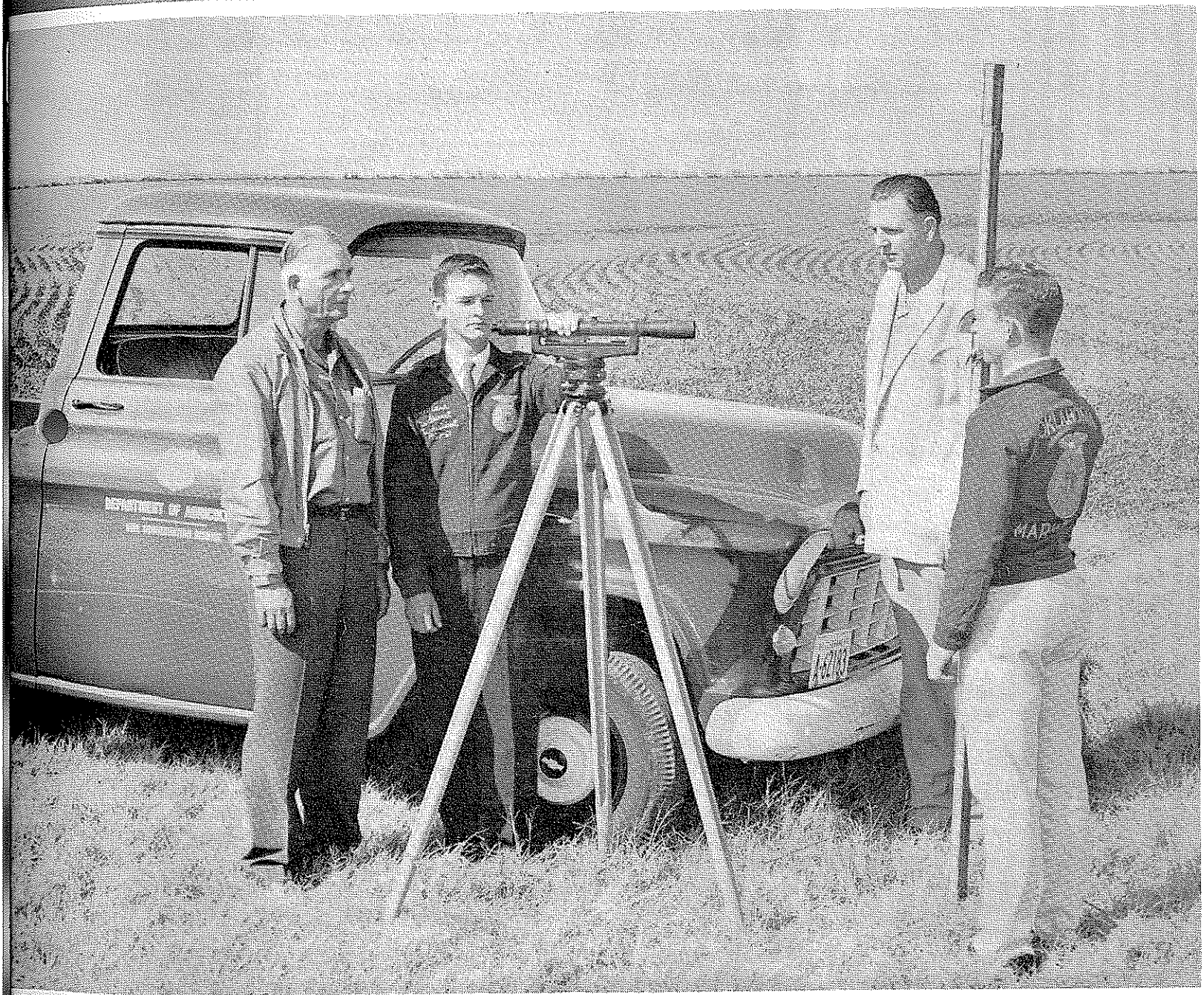
The AGRICULTURAL EDUCATION Magazine

VOLUME 33 FEBRUARY, 1961 NUMBER 8



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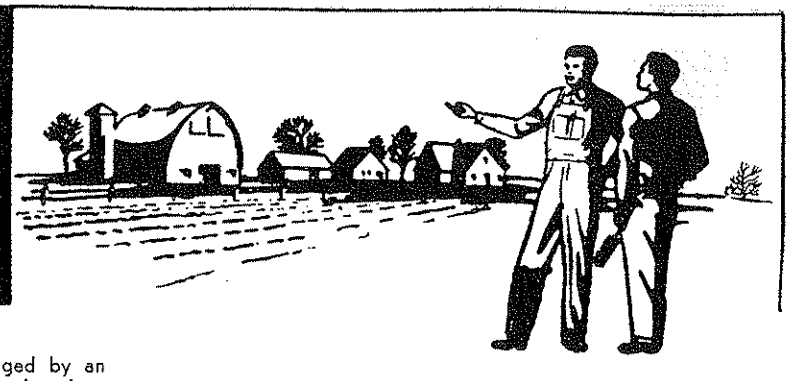
Featuring—Relationships Among Agricultural Education Agencies

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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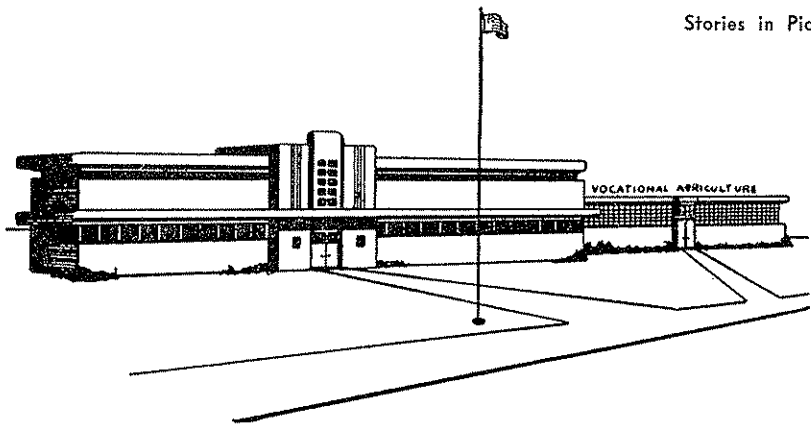
Contents



Subscription price, $2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, $2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Second-class postage paid at Danville, Illinois.

Editorials

Our Relationship with Other Agencies

What Is Our Viewpoint?

ROBERT R. PRICE, Teacher Education
Oklahoma State University

"O wad some power the giftie gie us
To see oursel's as ithers see us!
It wad frae monie a blunder free us,
and foolish notion:"

Did poet Robert Burns have vocational agriculture workers in mind when he wrote these oft quoted lines? Specifically, certainly not; but as a reference to the reactions of mankind in general they surely must apply to educators in vocational agriculture as we consider our relationships to workers in other professional agriculture groups. From what foolish notions about such relationships would self-scrutiny from the viewpoint of others perhaps free us? From among a number of such notions which we may or may not be willing to admit, may I suggest two which in my opinion are far too prevalent.

First is the fallacy that as an educational agency we alone possess all the best answers to problems confronting rural youth and adults. Implicit in this attitude is the desire to go our own way or hoe our own row, irregardless of other groups who may avowedly have objectives very similar to our own. We must face the fact that often in the eyes of other people such an attitude can only be recognized as a basically selfish one. No man is an island, and neither does any group of men engaged in a common endeavor constitute such. Frequent attempts to evaluate our own actions and expressed attitudes from the standpoint of our high school and adult students may be one of the most profitable practices which we can adopt. Even more beneficially cathartic might be such an evaluation from the viewpoint of our close neighbors, other professional agricultural workers.

The second *foolish notion* which I submit would seem to be a steadily increasing tendency among the ranks of vocational agriculture workers is to accept the absurd concept that in at least some areas of our program other professional groups are now achieving such a high standard that we in vocational agriculture must accept a decidedly secondary role. Only two years ago I overheard a colleague express the opinion that in his state another educational agency was doing such an effective job working with adult farmers that he felt they should be given the job exclusively and that vocational agriculture workers should restrict their efforts to the in-school program. Even in my own state I hear reference made to the ever-increasing

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From the Editor's Desk

Study Center Needed, But . . . !

Much could be said about the relationships among existing agricultural education agencies, but the plan proposed for creating a new agricultural education agency practically demands attention and comment. The creation of a national center for advanced study and research in agricultural education would have far reaching implications for *all* workers in agricultural education.

In trying to analyze the proposal for the center for advanced study and research in agricultural education, it appears appropriate to review the stated objectives to be pursued. The following are quoted from the proposal:

"1. Serve as a medium for bringing together leaders for the purpose of identifying trends and to project future programs in agricultural education.
2. Provide advanced training for persons in agricultural education who have, or expect to have, supervisory and administrative responsibilities in this field. The program would also provide opportunities for advanced study in the areas of teacher education and research.
3. Promote and assist in the further development of programs of research in agricultural education.
4. Serve as a clearing house for professional information and instructional materials.
5. Provide personnel to assist in program development, inservice training and evaluation within regions, sub-regions or states."

The quoted objectives indicate serious questions which should be answered before the proposal is acted upon. For Example:

1. Would the center, as prosposed, serve adequately persons desiring to study a special problem for a short period of time and not wanting or needing an advanced degree?
2. Would concentrating advanced degree study in agricultural education in one center lead to undesirable uniformity rather than creativity?
3. Would concentrating study in a national center result in such limited contacts with persons in other areas of education in the various regions that relationships with other educators would be weakened?
4. Would the working relationships among teacher trainers and supervisors be weakened by separation for advanced degree study?
5. Have present courses or the possibilities for creation of new courses at institutions now offering

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(Editorial continued)

Study Center Needed, But

advanced degree programs in agricultural education been explored fully?

6. Are not some of the purposes, as stated, duplicating purposes to be accomplished by the Agricultural Education Branch of the U. S. Office of Education?
7. Are the ultimate agricultural education objectives of the supervisors and teacher trainers so different that separate advanced study programs are advisable?
8. Have present national and regional conferences and workshops in agricultural education failed to contribute to the accomplishment of the stated purposes for a national center and, if so, why?

A national study center is undoubtedly needed, but probably not for all of the purposes stated and not to grant degrees. Rather, a national center seems to be needed for independent study and research where agricultural educators could assemble as they found it possible to do so. This center should be one to which *any* agricultural education worker could go to consult with fellow workers as he tried through research and study to advance the frontiers of knowledge in agricultural education. This center should provide new and different services for the profession rather than duplicating services already being provided. □

(Editorial continued)

Our Relationships—

competency of workers of agencies performing services in the field of soils management and conservation. The conclusion which some of my associates would, therefore, advance is that as educators in vocational agriculture we should now exclude assistance to individuals attempting to solve problems in soils management.

To all those tempted to adopt this second *foolish notion* let us uncompromisingly point out the fact that while as vocational agriculturists we will readily admit that we are not technical specialists in any one phase of agriculture, *we are agricultural educators, that we are most proud of this identity, and that we intend to keep serving in such a capacity.*

Some might point out an apparent lack of compatibility between what we have submitted in this editorial as *"foolish notions"* one and two. If so, let us again emphasize Poet Burns' advice to *"see oursel's as ithers see us."* Can we establish such a cooperative relationship with workers in other agencies that we can each view our roles from the other's standpoint? I submit that we not only can, but we must! Why must we do so? Because of the all-prevailing truth that both as individuals and as professional groups or agencies we stand or fall upon the way *ithers see us,* and these *ithers are the farm youth and adults whom we seek to serve.* Somehow, I have the conviction that in this task we will not fail. □

Reactions to the "Proposal for a National Center for Advanced Study and Research in Agricultural Education"

Committee on National Study Center Faces Knotty Problems

C. W. HILL, Teacher Education, Cornell University

Editor's Note: Reader inquiries led to the decision to feature this discussion of the center proposal. One person in each region was asked to provide a short statement giving reactions to the proposal. Authors were limited to two typewritten pages.

In my opinion, the center should serve these purposes. First, provide for inservice education through noncredit conferences, seminars, workshops, and short courses of varying duration at the national center or in a more convenient location. Second, further the development of programs of research in agricultural education. Third, offer advanced study beyond the master's degree for those in agricultural education. Men who have earned doctoral degrees may wish to do further study in research. Fourth, serve as a forum for leaders to identify trends and project future programs in agricultural education.

Why cannot these purposes be met in existing institutions? They well could be met if enough individuals were to make the effort and if sufficient money were available for fellowships to stimulate attendance and pay for additional instruction. A number of individuals in agricultural education believe that there are opportunities for supervisors to pursue graduate work at the doctoral level. But, to break out of the present pattern of thought, an unusual and unique approach is needed to make certain educational achievements acceptable and expected of leaders in the field. There has been some noteworthy research, yet meager emphasis and effort have been given to it.

To stimulate and promote a program of advanced study and research, there is no doubt but a sizeable grant from a national foundation would produce results for a few years. Normally, grants are made with the expectation that an institution would continue the program once the grant has ceased. When fellowships are no longer available, individuals would seek other sources for funds or pay their own expenses. An important outcome would be the impetus provided by the grant which would cause individuals and programs to continue even at a personal sacrifice.

Much concern has been expressed

as to the location and affiliation of a center. There are many reasons for a center to be in a land grant institution. Advanced study for those in agricultural education must include some work in other fields such as: research, statistics, administration, supervision, rural sociology, psychology, guidance, and others. The center should utilize the offerings in agricultural education and provide additional work as needed. An institution would have a library and facilities needed in conducting research. Staff members could offer courses and/or serve as consultants. The land grant institution would have a greater contribution to offer than the center could itself provide in conducting a program of advanced study and research. A high quality program could start and operate in a short period of time.

A concern of teacher educators is that the fellowships would siphon off good graduate students from present doctoral programs. This would happen, but to what extent is not known. The plan developed in June, 1960, calls for fifteen fellowships. These may take away from present doctoral programs, one or two from each institution; but, the total number of graduate students may be increased as they would be coming from a new source. Furthermore, it might be that fellowships would be awarded to other than doctoral candidates.

As consideration is given to the establishment of a National Center, we should clearly identify the following: the need for a center; how to integrate it with existing agricultural education programs; how it can function to best serve the needs; and, how such a center would function once there is no foundation support. In the development of this program, the best thinking of the individuals in the field is needed. Several individuals have already contributed reactions and ideas since distribution of the plan in June, 1960. The Committee will be seeking reactions and suggestions until after the regional conferences this spring. □

Do We Know What Is Needed?

RUFUS W. BEAMER, Teacher Education, U. of Tennessee

"There is a growing realization of the need for an adequate and advanced educational program for administrators and supervisors of vocational agriculture. A careful check of curriculums in the teacher training institutions revealed that no single institution in the United States offered a full and comprehensive graduate program specifically designed for administrators and supervisors of the program."[1]

This statement, together with a statement indicating the number of head state supervisors and assistant, area, or district supervisors of vocational agriculture in the United States, has been presented as a basis for appointing a committee to investigate the need for a National Center for Advanced Study in Agricultural Education. This committee was appointed in 1959, and to date I have seen no evidence to indicate that a systematic study has been made by this committee to give people in agricultural education information on which to make decisions about the Center, or about other approaches that might be made to improve administration and supervision in vocational agriculture. Notwithstanding, we have had at least two proposals (for discussion purposes only) for the establishment of a National Center.

It seems to me that the people responsible for these proposals have been too quick in concluding that the establishment of a Center is *the* answer to the needed improvement of administration and supervision in vocational agriculture; that their conclusion has been reached without taking into consideration certain kinds of information, which, if they had, might have altered their conclusion rather drastically.

What constitutes a full and comprehensive graduate program for administrators and supervisors of vocational agriculture? Do we know? I think we cannot satisfactorily answer this question without making a definite determination as to what constitutes the job of the supervisors and administrators. (That we are not clear on what constitutes their jobs would, in my estimation, be very quickly brought to focus if a group of unbiased educators were to evaluate the committee reports coming out of the National Conference of Head State Supervisors of Vocational Agriculture held in Washington, D. C., May 16-27, 1960. It is my opinion, and the opinion of others with whom I have had contact, that these reports overextend the job of supervisor, fail to recognize limits of authority, and set up his job far beyond any reasonable hope of satisfactory achievement.)

Once the job of the supervisor has been defined, the curriculum planner is placed in a position to identify the professional competencies, or abilities, that the supervisor or administrator ought to possess if he is to discharge his duties with effectiveness. When the competencies have been identified, training programs can be established for the purpose of helping the student develop these competencies to satisfactory performance levels.

It is my thesis that if we would, through reliable research, establish the competencies actually needed by the administrators and supervisors of vocational agriculture and check existing teacher education programs for the availability of these competencies, we would find that adequate programs do exist in many of our institutions for the development of the needed competencies, or could exist with minor additions and modifications to the curriculums.

One thing seems apparent and that is this: until we are quite sure of the training needs of supervisors, and that these training needs cannot be satisfied through existing programs, we will be exhibiting little wisdom in establishing a new program which would serve to further isolate vocational agriculture from the general stream of administration and supervision of public education. □

[1]National Conference of Head State Supervisors of Vocational Education in Agriculture, Summaries of Committee Reports, Circular No. 628, U.S. Department of Health, Education and Welfare, Washington 25, D.C., May, 1960, p. 1.

Let's Make Center a Reality

ALLEN LEE, State Supervisor, Oregon

Our reaction to the "Proposal for a National Center for Advanced Study and Research in Agricultural Education" is pronounced, enthusiastic, and in favor of proceeding without undue delay. We believe there is a real need for advanced study and research in agricultural education, a need which this proposed national center could fulfill and which is not now being otherwise met. We believe the National Center as proposed is necessary for both advanced study and for research purposes.

Let's take a "case history" as an illustration supporting this viewpoint:

Case "A" is an individual who took four years of high school vocational agriculture, majored in agricultural education as an undergraduate and for a Master's degree, served as a vocational agricultural instructor and administrator for several years in a local high school. He worked ten years as a member of the state supervisory staff in agricultural education, and then came to recognize that the needs of the program and the competitive environment in which he worked as a member of the state Department of Education were such that he needed advanced work beyond the Master's degree in order to maintain prestige and status, and to keep up with the needs of a changing world and the changing educational system. Case "A" first thought of a doctoral program in agricultural education at one of the more outstanding institutions in the country. After conferring with teacher trainers and analyzing course offerings, he realized that the greater portion of the work which he might take in agricultural education was a duplication of knowledge he had already gathered through formal training and experience. Related courses which might make up the rest of his doctoral program were worthwhile but still not designed to meet *his particular needs.* After conferring with teacher trainers in several other outstanding institutions throughout the United States, he invariably ended up with the same reaction.

This case history fits experiences of the writer personally, and many others. A person in this situation must either settle for that which does not meet his exact needs in agricultural education or take something in another field which again may not come to immediate grips with many of the specific problems which state supervisory staff members in agricultural education face.

In the writer's case, he elected to take administrative course work in fields other than agricultural education (vocational agriculture). Incidentally, we stumbled onto the National Center for Advanced Study in Extension Education which is located on the University of Wisconsin campus. Although this center was established specifically for administrators in the Agriculture Extension Service, this lone outsider was permitted to enroll in a couple of courses for the year. We found that although the group was almost 100% Extension personnel, and the course was designed for them, many of the problems were essentially the same as those encountered by vocational agriculture personnel throughout the United States. This experience was extremely valuable to the writer, but he was continually impressed by the thought that "this would really be tops if it had been designed specifically for supervisors of vocational agriculture and if the participants were such personnel."

It must also be recognized that administrative principles which apply to general education and other fields often apply equally to agriculture education, but there is a need for study applying specifically to one's own field.

These experiences have combined to lend impetus to our own desires to see a national center for advanced study and research in *agricultural education.* State supervisors and teacher trainers alike cannot fail to recognize the changing aspects of educational programs today, and particularly vocational agricultural education. There is a need for more effective training of manpower to fill the leadership role, and an equally great need for research to be conducted and for research to be coordinated so as to more adequately deal with the challenging and changing conditions with which we are faced.

It is our firm desire and conviction to see this Proposed National Center for Advanced Study and Research to become a reality. We believe there exists today a real need for both administrative training and research in agricultural education; we believe that existing agricultural education teacher training departments in Land Grant colleges do not meet this particular need because of the lack of an economic unit of demand; and we believe that this need could be met by the establishment of such a center as outlined in the "Proposal for a National Center for Advanced Study and Research in Agricultural Education." □

Project Worthy But Needs Revision

W. T. BJORAKER, Teacher Education, University of Wisconsin

A proposal for a National Center for Advanced Study and Research in Agricultural Education evolved following the inception of the idea at the National Agricultural Education conference held at Chicago, Illinois, March, 1951. The statement of proposal currently being discussed nationally was developed by a committee made up of teacher trainers and supervisors from each of the four regions.

In order to give full meaning to any reaction to this proposal, it appears desirable to review briefly a few key points about the proposal for the Center.

Purposes

The aim of the proposed Center is to further develop competent leaders who understand the necessity for change, appreciate creativity, and who can provide inspired leadership in further developing agricultural education. Objectives of the Center would be to:

1. Serve as a medium for bringing together leaders for the purpose of identifying trends and to project future programs in agricultural education.
2. Provide advanced training for persons in agricultural education who have, or expect to have, supervisory and administrative responsibilities in this field. The program would also provide opportunities for advanced study in the areas of teacher education and research.
3. Promote and assist in the further development of programs of research in agricultural education.
4. Serve as a clearing house for professional information and instructional materials.
5. Provide personnel to assist in program development, in-service training and evaluation within regions, sub-regions or states.

Administration

Administration of the Center would be a cooperative effort of the Board of Trustees and the institution where the Center is to be located. The Board of Trustees would consist of 11 members including the Director of the Agricultural Education branch, U. S. Office of Education; a State Director of Vocational Education; a public school administrator; four supervisors and four teacher trainers in Agricultural Education.

The budget for a 5-year period calls for $968,500. The bulk of this money would be spent for fellowships—a few

for a full-year study with the majority of them available for short-term study.

An Appraisal of the Proposal

As a member of the committee that assisted in drafting the proposal, the writer feels that it is basically a worthy project and there is a real need for exploring the possibility of developing it fully. It is imperative that we, as an educational group, carefully analyze the issues and problems ahead and prepare our professional personnel to adequately meet and solve these problems. A Center such as proposed could help immeasurably in achieving this if properly developed.

There are, however, a number of serious problems that appear to lie ahead before such a Center can become a reality. It has become obvious to me that there is a great need for more understanding of the proposal within agricultural education professional circles in order that it, as a profession, can join together supporting such a project. Secondly, some features of the administrative pattern as proposed are such that it probably will preclude any major University or College from offering their campus as a site for the Center. The final control must be vested within the site institution, with the national group acting more in an advisory capacity.

Finally, it is necessary to secure financial support for such a Center. This can be secured, but not before agricultural education as a profession supports the proposal and the proposal has been revised to the extent that an institution of high standard will indicate its willingness to serve as a site institution and accept the responsibilities accompanying the establishment of such a Center. □

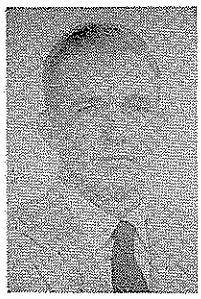
THE COVER PICTURE

The past five years in Oklahoma have brought a new spirit of cooperation between teachers of vocational agriculture and the men who deal with the public through soil conservation agencies. The change has come about because of a special FFA Soil Conservation contest, formulated and carried out through agricultural education, the state Soil Conservation Board, the Oklahoma Association of Soil Conservation Districts and the Soil Conservation Service of the USDA. An insurance firm, the Bankers Service Life Insurance Company of Oklahoma City, annually provides $7,500 in cash awards for this contest. Its acceptance has caused the majority of vocational agriculture departments of Oklahoma to plan their soil conservation teaching and many extra activities with the local districts. In the picture are left to right, Ivan Dilley, work unit conservationist of Perry, Oklahoma; Jerry Case, past Marland FFA chapter president, now state FFA vice president, and the 1960 Oklahoma soil and water management winner and a past state FFA soil conservation speech winner; Ted Wilkerson, vocational agriculture teacher at Marland, and the present Marland FFA president, Bobby Regnier. This year, the Marland chapter won the fifth annual state FFA Soil Conservation award. □

Effective Learning Depends Upon . . .

Human Relations in the Teaching Process

RICHARD A. BAKER, Vo-Ag Instructor, Tuskegee High School, Tuskegee, Alabama



Richard A. Baker

Teaching experience and research have shown that a student learns most efficiently when his learning activities are guided by someone with an understanding and insight into his problems. To guide these learning activities most effectively, it is necessary for the teacher to have a thorough understanding of the principles, factors, and conditions which control the learning process. One of the most important of these conditions is human relations in the classroom.

In general, human relations is a relatively new term but it is a very old principle with reference to the ability to get along with other people. A teacher should recognize the importance of developing good relations in the classroom; he should recognize that students react in accordance with the peculiarities of their own natures. It has been said that there are four important factors which determine and set the foundations of good human relations. They are nerves, ambitions, hopes, and pride.

The importance of these is exemplified in the value of understanding individual student differences which promote good student-teacher relationships.

Teacher Role

A teacher must establish a receptive, cooperative, working relationship with his students as soon as possible if his instruction is to be effective. If learning is to be student-centered, the student must consider the teacher a leader or guide and not a "driver."

The teacher must know his students well to secure their cooperation. Teachers of vocational agriculture must have cooperation in order to develop a balanced program. A teacher should desire that his students conduct their programs voluntarily through the exercise of their own initiative rather than administrative force; however, if students are to respect rather than resent, the teacher must be fair, firm, and friendly.

The following practices have been found to be of great value in promoting better human relations both in the vocational agriculture department and in other classes:

1. Showing no partiality or favoritism.
2. Never trying to bluff. Students soon learn when a teacher is trying to fool them.
3. Being willing to acknowledge a mistake. The simple admission, "You were right and I was wrong," does much to develop morale.
4. Being loyal to the class, principal, and school system. Trying to remedy at once any

errors of administration affecting the students, class, and program, but carrying out the directives of the administration.

5. Abiding by decisions. A decision once made should be carried through. Students will respect decisiveness.
6. Being interested in students and letting them know it.
7. Being business-like. Teaching is important and there is no time for foolishness.

A good teacher takes a personal interest in his students and develops a sense of belongingness so important to effective student-teacher relationships. He continually strives to raise the personal standard as well as the performance standard. He always gives recognition and credit when due. In such a harmonious atmosphere, progress is insured. □

The Relationship of Vocational Agriculture to Land-Grant Colleges of Agriculture

DAVID R. McCLAY, Teacher Education,
Pennsylvania State University

David R. McClay

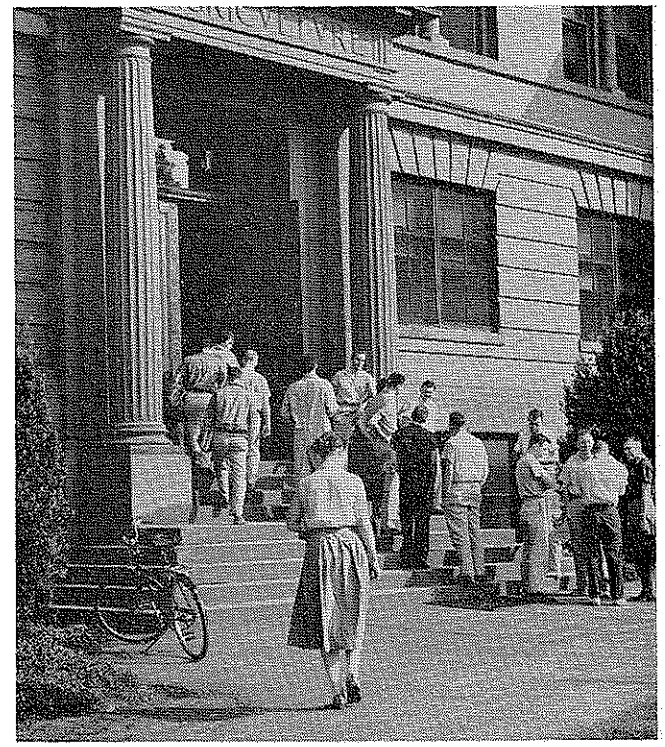
The question is often asked, "What relationship does the vocational agriculture program have (or should have) with Land-Grant colleges of agriculture in this country—and vice versa?" It is true that most vocational agriculture teachers, teacher trainers, state supervisors and administrators in agricultural education claim a Land-Grant college as their alma mater. Most have obtained refresher courses and many have been granted post-baccalaureate degrees from such institutions. However, beyond this, what relationships have vocational agriculture teachers and leaders had and what relationships should there be with their Land-Grant college of agriculture?

It is agreed that four and one-half years in the "Dean's Office" (two years as Acting Director of Resident Education) does not make one an expert on anything; however, certain conclusions can be drawn from such experience which I shall attempt to share with you regarding the above questions.

Some Common Interests

The vocational agriculture program, as an instrument of public secondary education, shares interests common to colleges of agriculture. Some of these are:

1. To aid in bringing about a more prosperous agriculture.
2. To aid in making farmers more efficient.
3. To aid in bringing about the proper use of our soils and natural resources so that the greatest number of people may benefit.
4. To improve the farm home environment.
5. To make known to rural young people the many career opportunities in the broad field of agriculture and where training to prepare for these careers may be obtained.



The door to many interesting careers—your College of Agriculture. Teachers of vocational agriculture are in an excellent position to counsel competent vo-ag students for such careers.

Some Things Vocational Agriculture Should do for the Agricultural Colleges

Vocational agriculture teachers and leaders are in a very favorable position to do much for agricultural colleges. The contacts teachers have in their schools with high school youth and their parents provides an excellent opportunity to cooperate with the agricultural college in:

1. Serving as a "local expert" to the high school guidance counselor in counseling competent students enrolled in vocational agriculture and other students in career opportunities which are off-the-farm yet in the broad field of agriculture. The teacher of vocational agriculture is well qualified to counsel students whose career goals require training beyond high school in an agricultural college. He is familiar with costs, curriculums and with scholarships available.
2. Publicizing college events such as field days, work shops, short courses, conferences and the like.
3. Cooperating in research projects when called upon.
4. Keeping leaders of the college informed of activities in vocational agriculture.

5. Being a loyal supporter of the aims and objectives of the institution.

Some Things Agricultural Colleges Should Do for Vocational Agriculture

To most vocational agriculture teachers and leaders, the agricultural college or the institution of which it is a part is considered to be "home base" as far as post-baccalaureate training in agriculture is concerned. Because of this relationship, the agricultural college is in an excellent position to help the vocational agriculture program in the state. Some of the things the agriculture college should do are:

1. Keep vocational agriculture teachers and leaders informed of what's happening on the campus, current problems, admission and curriculum changes, conferences and special programs to be offered.
2. Cooperate in providing technical specialists for in-service teacher training.
3. Provide teachers with bulletins, leaflets and other publications which relate to the business of farming in reasonable quantity for class use as they become available.
4. Provide tours of farms and facilities for teachers and their in-school students or young farmers.
5. Provide cooperative research in problem areas in agricultural education.

One of the most serious problems with many colleges of agriculture has been declining enrollments even though the demand has been growing for college-trained young men and women with special skills in the broad field of agriculture and the biological sciences. Teachers of vocational agriculture can and should cooperate with the colleges in recruiting competent young men and women for these many interesting and important careers.

A study completed recently in Pennsylvania found that although only 18 percent of the freshmen and sophomore students who were enrolled in agricultural curriculums at Penn State had completed the vocational agriculture curriculum in high school, 56 percent came from high schools which had departments of vocational agriculture. Since over one-half of the students enrolled thus came from about one-fourth of the high schools in the state, one might conclude these schools should receive the major attention in future recruiting and counseling efforts of the College of Agriculture in the state. The picture in other states is probably comparable.

Only a few of the areas of relationship between vocational agriculture and the agricultural college have been identified here. There are many more. Cooperative effort has and will in the future provide even greater service to our nation's agriculture. □

School-Community Fairs

A GOOD PUBLIC RELATIONS ACTIVITY

ANTHONY MUMPHREY, Teacher Education, Louisiana State University

Anthony Mumphrey

While there are many educational activities which the school can sponsor to help develop a functional public relations program, few can accomplish this objective efficiently and simultaneously provide the cooperative, educational experiences resulting from a well-planned community agricultural "fair." The local school administrator feels most favorably towards this activity in the school program because it serves to solidify and intensify the aims and objectives of the school in the development of good school-community relations. Realizing that cooperation brings about understanding and support, educators are drawing an increasing number of lay citizens into active participation in school sponsored programs.

A Purposeful Activity

The establishment of sound educational purposes for the conduct of the community endeavor is essential if this activity is to continue to enjoy the support of the school's constituency. Certainly, the "fair" can serve well as an achievement day for all the curriculums represented in the school and especially for vocational agriculture and home economics, thereby placing on public display the superior merit level achievements of students. In this respect, the extra-curricular phase of the school program can also make notable contributions. Provisions should include opportunities for adults and young farmers to participate.

School administrators and others concerned with "fair" planning should exert every effort to keep the controlling purpose educational rather than financial. The activities planned for this occasion will, consequently, serve as noteworthy investments in public understanding and appreciation for the educational program offered by the school.

Planning the Fair

The school principal usually assumes the general chairmanship of the "fair" in order to coordinate planning and centralize the authority for making vital decisions. The local teachers of vocational agriculture and home economics assume the leadership role in their specific departmental areas and frequently secure the cooperation of local agricultural agencies to assist with the program.

Planning the framework requires considerable time and effort and should be begun several months before the "fair" date is set. Cooperative planning with the faculty, student groups, and parent clubs will contribute much quality and lend variety to the program of activities.

Since most of the program will be of an agricultural nature, there will be many opportunities for the FHA, FFA, and 4-H to participate in planning, however, other student groups or clubs within the school that feel they can make a wholesome contribution should be encouraged to do so. The local parent club is usually anxious to participate in "fair" activities and will share many of the program responsibilities with the school. Committees representing all school groups should be advantageously used in planning and conducting this cooperation program.

Fair Activities

These activities are usually planned to provide educational and recreational opportunities in addition to those offered by the regular school program during the year. The local FHA, FFA, and 4-H clubs look to this occasion for participating experiences in exhibiting and judging foods, clothing, livestock, poultry, and vegetables. In addition to having grown or prepared these exhibits, students gain a wholesome insight into what superior standards of achievement are in these areas.

Student plays and athletic events provide variety to the activity and add considerable interest; in addition, these events help to support the financial obligations incurred by the school. Kiddy rides and games will serve to keep children occupied in wholesome recreation while adults are enjoying or participating in the program.

The school cafeteria serves food conveniently and moderately priced during the occasion. Much of the food served is contributed by patrons of the community and is taken to school several days before the event begins. The financial returns from the operation of the cafeteria will be sufficient to carry on many of the other educational features of the program.

Evaluation Necessary

Evaluation by groups that participated in planning and conducting this undertaking and others is very essential in regard to maintaining the controlling purpose, aims and objectives of the program offered. A cooperative, constructive evaluation will result in an improved activity and improved school-community relations. □

Suggestions for improving—

The Professional Relationships of Teachers

EARL S. WEBB, Teacher Education, University of Missouri

Research in Missouri and some other states shows that many teachers of vocational agriculture apparently lack desirable cooperative attitudes towards administrators and fellow faculty members. At least that is the impression one gets from studying reports which seem to be based on authentic data. No evidence seems to exist that warrants any other conclusion; however, it is not known if teachers of agriculture are less cooperative than other teachers. If they are, then there must be factors in the training and/or work of teachers of agriculture that cause this attitude.

For the purpose of this article it will be assumed that the criticisms are valid and justified. The following factors are proposed as possible causes:

1. Dedication to Duty
2. Unsound Educational Philosophy
3. Special Supervision
4. Separate Buildings
5. Small Classes
6. Twelve-Months Employment
7. Federal Aid

Dedication to Duty

Probably no teacher realizes the importance of his job more than the agriculture teacher. Most teachers of agriculture were farm reared and no doubt were unable to enjoy the many conveniences available to city cousins. Leisure time as well as "spending money" was scarce. It is probable that many young country folks grow up with a burning desire to see equality among all people. Although much of the inequality is imagined, it is still real to the person that believes it exists.

Therefore, when a young man becomes a teacher of agriculture, he thinks in terms of improving the economic and social life of rural communities. He is really trying to give farm people what he believed was out of his reach as a farm boy, financial security through better management of economic factors of farm businesses, and improved social conditions through opportunities to participate in leadership activities.

The task is great; he becomes so obsessed in his work that he sometimes forgets he is a part of an educational team.

Educational Philosophy

Unfortunately there has not been the close cooperation between teachers of general education and vocational education that would bring about the cohesion of purpose that would be of mutual benefit to all education. One often gets the impression that the two phases of education are dedicated to two relatively unrelated causes. Little doubt exists that these philosophical differences are imparted to prospective teachers. Since teachers of vocational agriculture take mostly professional education courses in vocational education, they receive an "overdose" of the philosophy of vocational education in agriculture.

Special Supervision

The school programs in many states are supervised by general supervisors, except for the vocational subjects. Most teachers never see the general supervisor; the administrative staff are usually the only school officials contacted. Vocational agriculture, on the other hand, has a special supervisor, who very often spends most of his time with the teacher of agriculture and little time with administrative personnel.

It is only human that teachers want to be viewed favorably by supervisors. They want their departments to be in good order with records showing they have done all the things that they believe will be checked by their supervisors. The loyalty of teachers is often divided between the state department of education and the local administration. It appears that far too often teachers tend to engage in activities that *they think* will please supervisors and ignore local administrative authority when the two are not in agreement.

Separate Buildings

Many schools have buildings which include a shop and classroom separate from the main school plant. Thus, the teacher of agriculture is isolated from the main school building during the day. While not in class, he is often out on the farms of students. Days may pass without contact with

other faculty members. Because of lack of social contact, he never feels close to his fellow educators.

Small Number of Selected Students

Closely allied with the problem created by separate buildings is the relatively small number of students taught. In most schools the majority of students do not take vocational agriculture, therefore, the agriculture teacher may never have an opportunity to become accepted as a regular faculty member by the student body.

Closely associated with the small number of students is the FFA. Teachers sometimes become over zealous in sponsoring FFA activities. It is the only school organization that has national affiliations.

Twelve-Months Employment

Few teachers enjoy the security of 12-months employment as does the agriculture teacher. It is doubtful if this factor alone is influential in causing an un-cooperative attitude, however, there are probably some side effects. It may cause resentment on the part of some faculty members who may say or do things that expose their feelings. The unwise agriculture teacher "bites back," goes on the defensive and becomes unsociable, thinking all other teachers feel the same toward him.

Federal Aid

Federal aid has, no doubt, been over-emphasized. For some reason many agriculture teachers seem to glory in the fact that a part of their salaries and travel expenses are paid from federal funds, therefore, they seem to think they are not to be considered on the same level as other teachers.

In Conclusion

As a group, teachers of vocational agriculture are probably not excelled by teachers of any other subject. The writer taught several years and knows how devoted agriculture teachers are to their students, farm people, and the cause of education. However, he has known of a number of cases where agriculture teachers have not been as loyal to the whole school program as would seem desirable. There seems to be a tendency for all of us to concentrate so intensely on our special fields of interest that we often fail to see the part we play in the whole.

We are not sure agriculture teachers are less cooperative than other teachers, however, there is, no doubt, a number who are. We have attempted to point out reasons why. If these are factors, then teachers of vocational agriculture are the victims of circumstances; circumstances over which they have had little control.

The following suggestions are offered for the improvement of the professional attitudes of teachers and to strengthen the program of vocational agriculture.

1. More emphasis should be given general professional education courses in the training of teachers. It seems that a better understanding of the total school program is needed.
2. Supervision of local programs of vocational agriculture should be based more on local school policies and less on blanket policies developed by state departments of education. Supervisors should work more with administrators in supervising agriculture programs. Teachers should not be made to feel a split loyality.
3. Separate buildings for farm mechanics may be advisable, but classrooms for agriculture should be in the regular school building.
4. Teachers of agriculture should be assigned extra-curricular duties the same as other teachers. In many schools they would be in stronger professional positions if they taught a class other than vocational agriculture. *They must be associated with more students than are normally enrolled in their classes.*
5. Quit over-emphasizing federal aid. Certainly a teacher is neither a superior nor an inferior person because part of his salary comes from the federal treasury. It's merely an academic fact; not a cause for boasting or becoming puffed up.

It takes a person with exceptional ability to concentrate his best efforts on his assigned part and still keep in mind the objective of the whole. □

Selected Factors Associated with Attendance at Adult Farmer Classes

PHILIP B. DAVIS, Teacher Education, Oregon State College

A complete program of vocational agriculture should consist of organized instruction for high school students, young farmers and adult farmers. The foregoing statement is generally accepted by persons in all fields of agricultural education; yet, in many local communities, vocational agriculture consists of only the high school segment of a total program. The program for young and adult farmers has been limited and, in some instances, nonexistent.

There are many reasons why successful young and adult farmer classes are not functioning, but possibly one of the major reasons is a lack of valid information as to why farmers do attend.

A recent study[1] in Michigan was an attempt to ascertain those factors which are associated with attendance. The motivation for this investigation centered on obtaining an answer to the question:

> Are enrollments and attendance associated with characteristics of the enrollees, the program, or the instruction?

While some similarity existed between this study and previous investigations in this area of adult farmer education, the principal difference of this study lay in the comparisons drawn between the selected factors and actual attendance records of the farmers.

[1]Philip B. Davis, "Selected Factors Associated With Attendance at Adult Farmer Classes in Michigan," Dissertation, Ph.D., Michigan State University, 1959.

Procedure:

The following 30 factors were selected from a review of literature, conferences with teacher trainers, and from suggestions by teachers of adult farmers.

1. Productive-man-work-units
2. Off-the-farm employment
3. Gross income
4. Size of farm
5. Type of farming
6. On-farm visits by instructor
7. Personality of agriculture teacher
8. Ability of agriculture teacher
9. Use of special speakers
10. Members being allowed to discuss problems
11. Methods of instruction used
12. Length of class in weeks
13. Subject of class meetings
14. Topics covered the member's farm problems
15. A variety of subjects covered in the class
16. Place selected to hold classes
17. Time of day classes are held
18. Time of year classes are held
19. Distance from class center
20. Entertainment and refreshments provided at class meeting
21. Instruction for wives
22. Riding with neighbor
23. Age of farmer
24. Marital status of farmer
25. Educational background
26. Years enrolled in vocational agriculture in high school
27. Farming status
28. Members need for agricultural information
29. Membership in organizations
30. Adult farmer class attendance in previous years

A questionnaire including these 30 factors was administered to farmers attending adult classes in 39 randomly selected Michigan communities. Additional questionnaires were completed by mail by farmers in these communities who did not regularly attend adult classes. Returns of 472 farmers were used. Records of attendance for each farmer respondent were secured from the teachers of vocational agriculture at the completion of each adult class.

Farmers were grouped according to the percentage of meetings attended. The chi-square test of independence was used to determine the relationship between the selected factors and attendance.

Findings:

Thirteen of the 30 factors were significantly associated with attendance.

1. Farmers who lived five and one-half miles or more from the center attended more meetings than those living closer. Although two-thirds of the respondents in the study lived within five and one-half miles of the centers, they did not attend classes as regularly as those living over five and one-half miles. This may indicate that less importance can be placed on distance from the class center in planning adult farmer classes.
2. Farmers who liked specifically the time of year classes were held attended more meetings than those who said the time of year made no difference. The data for the study were collected from farmers attending classes during February and March. This may indicate that adult farmer class attendance will be lower if held other than during winter months.
3. Farmers who felt the methods used in classes made them want to attend did attend more classes than those who thought methods used had no influence on their attendance. In studying this factor, no attempt was made to determine the specific methods or techniques of classroom procedure preferred. The findings do indicate, however, that those farmers who attended more regularly were favorably influenced by the methods of instruction used. This may also indicate a need for valid studies of the most successful methods of instruction for adult farmers.
4. Class meetings that covered farmers' problems caused those who appreciated this practice to attend more meetings than those not influenced by this practice. This would tend to substantiate previous investigations in that farmers are interested in gaining information which will help them solve their problems and less interested in problems not directly related.
5. Farmers who preferred the time of day classes were held attended more meetings than those who said the time of day made no difference. Although previous studies have indicated farmers will regularly attend classes at different times during the day, the present study revealed that evening meetings are preferred and attended more regularly.
6. Classes held less than twenty weeks in length were attended more regularly than those held over twenty weeks. This finding tends to substantiate previous investigations which have indicated farmers will regularly attend classes over a five-month period—generally in the late fall and winter months. This study would not agree with those who say regular attendance can be obtained the year round.
7. Dairying and soils-landscaping classes were attended more regularly than those in livestock production. The findings here may have little significance in farming areas unlike the farming practiced in Michigan. It may be important to note here, however, that no difference was found in the attendance of farmers in classes where only one subject was covered as opposed to classes where two or more subjects were included.
8. Farmers who favored discussing their problems in class had better attendance than those who indicated this factor had no influence on their attendance. The finding here is closely related to the one listed in item 3. This would indicate that farmers are interested in group discussion of problems and will attend more regularly when allowed to carry on this method of classroom procedure.
9. Farmers indicating that attendance in previous years made them want to attend had better attendance than those who said it had no influence. This would indicate that an adult farmer program planned over a number of years and with attention given to the proper sequence of areas to cover, will aid in promoting more regular attendance.
10. Farmers who said the agricultural teacher's ability made

them want to attend had better attendance than those who said it had no influence. When over 75% of the respondents indicate that the ability of the instructor influenced them in attending classes, the importance of able instructors becomes obvious.

11. Farmers who said the agricultural teacher's personality made them want to attend had better attendance than those who said it had no influence. It would appear that those teachers who display the personality characteristic of easily meeting and talking with farmers, carrying on a person-to-person public relations program, and being identified with adult programs encourage better attendance. A study of the personality traits of successful teachers of adult farmers would be valuable in the selection and training of future teachers.
12. Poultry farmers, dairymen, and general farmers had more regular attendance than other types of farmers; nonfarmers had the poorest attendance. The fact that poultry farmers, dairymen and general farmers were more regular in attendance may indicate the relative importance of this type of farming in the particular geographical area with a corresponding need for up-to-date information. One would not expect nonfarmers to regularly attend farmer classes.
13. Farmers preferring "car-pools" had better attendance than those who said it had no influence. This factor indicates that neighbors sharing rides with one another in traveling to and from class meetings attend more regularly. Teachers of adult classes should consider this factor in promoting regular attendance.

Recommendations:

Similar studies are recommended in other states to verify further the findings or to identify other significant factors.

State educational leaders in recognizing the importance of attendance should capitalize on the findings of this study in working with teachers of vocational agriculture to promote adult education in agriculture.

Because attendance tended to decrease where classes were held for more than twelve scheduled meetings or were continued for more than twenty weeks, state leaders should study carefully these findings to determine what practices should be recommended.

In communities where successful teachers of adults are assigned non-vocational secondary school responsibilities rather than adult farmer classes, state leaders should encourage their assignment in adult farmer education.

To encourage regular attendance, teachers of vocational agriculture should deal with problems of adult farmers and utilize discussion methods of instruction.

Teachers of vocational agriculture should assist farmers in pooling rides to adult classes and encourage attendance from year to year. □

A Look at—

Vo-Ag for Tomorrow

H. N. HUNSICKER*

H. N. Hunsicker

What will vocational agriculture be like tomorrow — or a year from now, or perhaps 5 or even 10 years from today? That is the question which we, the leaders of the program, must answer and answer soon.

In view of the declining number of farms and number of farmers, will vo-ag training cease to be important? A high school principal told his Board of Education recently, "We have enough farmers—there is no further need for vo-ag in this school." What about young men who are bound for college? Will vo-ag instruction hinder their advancement? A dean of agriculture told a group of leading educators at a national meeting, "I am almost convinced that vocational agriculture works to the real detriment of the college program which follows it." Research shows this is not true, but such damaging statements and pot-shots may affect our program adversely unless we, who know the facts, take the offensive.

Could it be possible that a critical manpower shortage may develop in the ranks of young men trained in farming? This potential trend is voiced in a statement by another college dean. "In the beginning," he writes, "our colleges of agriculture were designed to train young men to do a better job on the farm. We probably have been slow to change. Now the changes are taking place." A colleague of his at another agricultural college also states, "Our new program of undergraduate training in agriculture is away from the vocational type of training and toward a professional program." This shift in emphasis in the colleges may be precisely what is needed. However, it points up one important fact—a student who has not had some type of practical farm training and experience by the time he enrolls in many agriculture colleges will not receive a great deal of it there. Will vocational agriculture, *the last frontier of training in farming*, also change its emphasis? These are examples of the challenges that face our leadership—your help and my help are needed in shaping the vo-ag program for tomorrow.

The future in agricultural education will be largely what we make it. Progressive trends and new developments begin with constructive planning and—a vision of the future. Planning and projecting must be based upon an analysis of past accomplishments, an awareness of our present situation, and a realistic view of our future needs.

If a modern Rip Van Winkle had lain down to sleep 10 years ago, and

*Program Specialist, Agricultural Education, U.S. Office of Education, Washington, D. C. Delivered at the 1960 North Atlantic Regional Conference of Vo-Ag Supervisors and Teacher Trainers.

were to awaken today, what changes would he find in vocational agriculture in your school, your state, and your region? Changes have occurred! We have not stood still. The important question is: were the changes really progressive, resulting in more effective instructional programs and better trained and more successful individuals?

The following are a few of the changes in the North Atlantic Region which most of the program leaders think are progressive:

1. The prevailing philosophy is that vo-ag in high school is training *in farming* and that such training leads not only to farming but to other training including that in colleges of agriculture, in young farmer classes and in countless off-farm agricultural occupations. This point of view certainly was not recognized in most states 10 years ago to the extent to which it is today.

2. The type of small individual projects carried on by many students in the 40's was not acceptable as adequate training in farming for the late 50's. Today there is a growing insistence that all students, somewhere in their four years of vocational agriculture, gain whole-farm experiences. Farm partnership arrangements before or at high school graduation also are much more prevalent.

3. Placement of students on farms for supervised farm work experience was permitted only in one or two New England states in 1950. By 1959, however, over 2,000 students in that region were engaged in some type of farm placement.

4. Emphasis in farm mechanics instruction has shifted from wood-working and carpentry to a five-point program that includes farm shop, farm electrification, soil and water management, farm buildings, and farm machinery.

5. Consolidation of schools having vocational agriculture departments has occurred in most of the states, resulting in larger departments and frequently an additional teacher.

6. Hundreds of new, well-equipped vo-ag facilities have been constructed. In one state, over 200 of its 275 departments now have facilities including shops that exceed 2,400 sq. ft., large classrooms, and laboratories and farm machinery court yards.

7. There is more FFA leadership training at the state and local level. Incentive award programs resulting from instruction virtually have replaced the previous contest philosophy.

8. There is a greater interest in research and more insistence by teacher trainers that student teachers gain experiences in all phases of the vocational agriculture program.

9. The number enrolled in young and adult farmer classes has increased, but there still is a long way to go.

Also, there have been some changes which give us reason for concern. Some of these are the following:

1. Trends toward fewer and shorter class periods for vocational agriculture.

2. Little change in the content and direction of courses of study.

3. Neglect in acquainting many school administrators with the vocational agriculture program and thereby gaining their enthusiastic support.

4. Less emphasis on technical agriculture in the preservice training program for teachers.

5. A slight decrease in the day school enrollment. (This, however, could be a desirable situation in some school communities.)

As we look to the '60's, we recognize that the progressive trends now underway will continue. In addition, there are certain program changes and adjustments which are inescapable. I call them "Tomorrow's Realities in Vocational Agriculture"—even though they may be only speculative today. You may not agree with all of them, and if you did I would be very much surprised. My hope is that the list will stimulate further thinking and planning on your part, which will result in sound and appropriate solutions to our needs and problems.

Supervision and Inservice Training

An expanded supervisory and inservice training program by experienced vocational agricultural personnel will be required in most states if further progress is to be made. Without a sufficient number of well qualified state staff members to provide needed inservice training and consultive services to both teachers and local school administrators, vocational agriculture tomorrow will not be developed much beyond where it is today. Without increased supervision in many states, the program may even retrogress. Teachers of vocational agriculture also will intensify their supervision of students in growing realization that such supervision and on-farm instruction always precedes the development of good farming programs and the application of good practices.

Major Reorganization of Courses of Study

Courses of study will be completely reorganized for most departments. Subject matter will be organized into larger and more comprehensive units. The days of a hodgepodge type of course, comprised chiefly of small unrelated jobs, will not be considered as training in farming for tomorrow. Courses in the future will emphasize scientific priniciples as well as production and managerial practices. We will teach "why" as well as "how," but the "how" will require more practice and doing. Teachers also will spend more time acquainting students with occupational opportunities and requirements in the broad field of agriculture.

Increased Emphasis on Supervised Farming Programs

Supervised farming programs and practices will increase, not decrease, in importance for all students. Certainly, we will not allow the great principles of vocational education in agriculture to be met only with little practice else our students will lose respect for us and for the program. Both students and parents will accept the fact that to learn farming requires experiences greater than those in raising a calf or a pig, or an acre of corn. More and more students with limited farming facilities at home will be placed on good farms for broader work experiences. Schools will be expected to assume *more* responsibility for providing farm practice and experiences for students, especially those who do not live on farms. Ownership and partnership farming programs will become more significant for boys who plan to farm.

Realistic Class Schedule

In the future, schools will establish courses in vocational agriculture which are broad enough to meet the agricultural training needs in the community and of the students. The courses also will stress the requirements for success in the farming business. Vo-ag classes then will be scheduled to operate a sufficient number of periods per day to provide this instruction. A student then will be allowed to enroll for all or as much of it as he needs, wants, and can schedule. The plan will curtail the current trend in a few states of

scheduling vocational agriculture for only one period. It will recognize that, in a few instances, a single period is all the instruction that some college-bound student may be able to schedule. If so, it will permit him to enroll, but in so doing it will not deny double periods or a *thorough* program of instruction in agriculture for the approximately 70 per cent of the noncollege-bound students who need and want it. This development probably will be a most significant one for tomorrow.

Farm Mechanics

The key word to be emphasized in a farm mechanics program in the 60's is "teach"—not "service," not "busy work," but good *teaching*. Farm mechanics tomorrow will be taught by teachers who *know* farm mechanics and who keep abreast with the developments in the field. In most schools, an acceptable program of instruction in farm mechanics will require the minimum equivalent of one period per day for four years.

Facilities

A greater variety of facilities for vocational agriculture will be provided in the future. Learning by doing is not possible without proper facilities. These will include the traditional shops, classrooms, and laboratories; but some schools will provide facilities for students with limited farming opportunities which go far beyond the traditional facilities and will include farms, land laboratories, greenhouses, nurseries, and other facilities for specialized programs.

Relationships

We will find time to thoroughly acquaint our associates in education with vocational agriculture. This is more than a prediction; it is an essential. For example:

Deans of colleges of agriculture will be shown the research which conclusively proves that students who study vocational agriculture in high school succeed as well or better in agricultural colleges than nonvocational agriculture students. Also, we will show them the important part the vo-ag teacher plays in guiding prospective students to colleges of agriculture.

Guidance workers will be kept abreast with information about our program and the facts about opportunities in agriculture. Occupational workshops and conferences in agriculture for guidance workers and vo-ag teachers will be scheduled in increasing numbers.

School administrators will be provided information about vocational agriculture and other types of vocational education in order to develop a sound philosophy regarding them. Colleges will offer courses in supervision and administration of vocational education for prospective school administrators, or if the colleges will not, vocational education leaders will fill this need.

FFA

The Future Farmers of America organization will be used more effectively in teaching. Unfortunately, not enough of us fully recognize the far reaching educational potentialities of the FFA. "Tomorrow" a greater premium will be placed on the farmer's leadership ability and ability to express himself; on his personal appearance; and on his ability to get along with others, to solve problems, to organize, to plan, and to execute plans. Teachers will use FFA to stimulate interest in vocational agriculture and to teach students how to buy and sell, to cooperate, to plan and conduct programs, and to choose capable leaders. Each state will need a staff member whose specific job will be to help promote and coordinate FFA activities and insure emphasis on education.

Program Expansion

Vocational education in agriculture has unlimited potentials. Expansion of the program will occur as we ourselves realize the opportunities that exist for young men trained in agriculture and in turn convince others of this fact.

High School Programs. Our high school vo-ag program will continue to be one of training in farming and this is right. There is little need in vocational education for any other type of instructional program in agriculture at this age level. Eventually, more and more students will realize that training *in farming* has many applications.

Young-Adult Farmers. The instruction we are providing for young and adult farmers is sound, and the number of classes will be increased. More classes will be organized on the basis of an area that includes more than one school community. In some places administrative responsibility for developing such classes may be transferred from the local high school to the superintendent's office. Certainly young and adult farmer programs afford one of our greatest opportunities for expansion and for really accomplishing the objectives of vocational agriculture. We may expect more state associations or at least annual state conferences of young farmers.

Grades 13 and 14 and Area Programs. On the horizon are exciting new areas for development in agricultural education. These include systematic instruction in grades 13 and 14 and area vocational programs in many different phases of agriculture. Present laws today prohibit use of funds for expanding in this direction, except for instruction in farming. "Tomorrow" may be different, and vocational agriculture leaders should be ready to suggest and implement programs in off-farm agricultural occupations. A number of states already have established pilot centers, including young and adult farmer programs on an area basis and agricultural training in grades 13 and 14. One state already is experimenting with joint programs in vocational agriculture and distributive education in grades 13 and 14.

Changes in Teacher Training. The big job in teacher education "tomorrow" in the North Atlantic Region will be in those phases other than preservice training. More preservice programs will be consolidated as in Maine and New Hampshire. With salaries continuing to improve, the number of teachers who leave the profession is declining and employment opportunities are more scarce. We will always need new teachers, but the job of keeping employed ones up-to-date professionally and technically will require much more time than previously. Increasing importance will be placed on research and preparation of teaching materials.

In summary, I have tried to stress:

1. That changes assuredly will be made in vocational agriculture in the '60 decade—probably more than in all the previous 42 years since the passage of the Smith-Hughes Act. We must initiate these changes before someone does it for us. Only then can we be assured they will be for the best interest of agriculture, our nation, and the individual students.
2. That we continue to study the needs in agricultural education and develop a sound program for coming to grips with them.
3. That the suggestions I have

made are for the purpose of starting us to *think about* and *plan* our vo-ag program for "tomorrow."

A leader in vocational agriculture "tomorrow" must have knowledge of the problems and needs, and some thought as to where the program is headed. One of the chief purposes of this conference is to help focus attention on this important fact. We are people of vision, training, and resourcefulness. We are interested in youth, in agriculture, and in our jobs. With this combination of interests and abilities, I am sure our work in the years ahead will be the greatest in our program's history. □

A Teacher Asks—

Are We True Professional Workers?

JOHN J. CRAGUN, Vo-Ag Instructor, Ellinwood, Kansas

John J. Cragun

America's economic future depends first of all on its most important resource — people. This means people with trained minds, skilled hands, understanding hearts and who are not afraid to work.

Employed workers in the United States may be distributed into the areas of (a) jobs, such as ditch diggers and garbage collectors, (b) trades, such as carpenters and electricians, (c) occupations, such as farmers and bankers and (d) professions, such as lawyers and doctors.

It has been generally accepted by the majority of people that a teacher is a professional worker. However, in many areas such as salary, certification, loyalty to job, etc., it has been questioned by some that teaching is really a profession. Before we can proceed in trying to determine whether a teacher is or is not truly a professional worker and how he can improve his standards so he can be regarded as a professional worker, we must first define "profession."

It is very difficult to get a clear-cut definition of the term "professional." A profession may be defined as a trade which is organized, incompletely, no doubt, but genuinely, for the performance of function. Certainly this definition is too vague and does not distinguish a profession, as it is thought of today, from other occupations.

A profession has also been defined as a group using their intellectual abilities as compared to other workers who use their physical abilities. This is also not complete enough as the two are not that easily separated.

It seems that in order to get a complete definition of profession we need to refer to Lieberman* who defines profession as an occupation which exhibits the following characteristics:

1. It must perform a unique social service needed by society.
2. Its scope of occupation must be clear and definite.
3. It depends more upon intellectual than physical techniques in carrying out this work.
4. Its service is needed by all regardless of ability to pay.
5. A long period of specialized training of formal nature is required.
6. A broad range of autonomy by individual practitioners and the occupational group as a whole can be exercised.
7. It has an acceptance by practitioners of a broad personal responsibility for judgments made and acts performed within the scope of their profession.
8. It has a code of ethics enforced by the professional group itself in order to insure high standards of professional conduct.
9. It is a comprehensive self-governing organization in operation for the practitioners.
10. It offers the expectancy of making the endeavor into a life's work.

This, of course, is a very lengthy definition, but when taken step by step and thoroughly analyzed, it presents great standards and meaning for the professional workers.

If the vocational agriculture teacher is going to meet the qualifications as outlined in the definition above and also be classed in the same working category as the doctor and lawyer, he must set certain standards and follow definite ethical practices if he can expect to be regarded by the general public as a true professional worker.

The professional worker does not require close supervision or direction, does not regard himself as an employee, does not work by the hour, does not expect to be paid by the hour, takes full responsibility for the results of his efforts and actions, continually seeks self-improvement, contributes to the knowledge of the profession, respects the confidence of others, is loyal to his fellow workers, avoids rumor and hearsay, adjusts his grievances through proper channels, meets his professional obligations, is sensitive to the problems of his fellow workers, does not advance himself at the expense of others, is proud of his profession and his chief desire is to render a service.

If vocational agriculture teachers, administrators, supervisors, and others in the education profession follow the above standards and see to it that people entering the profession believe in these standards, they can expect to be regarded as truly professional and receive the salary, prestige, etc., that is expected in a true profession. □

*Lieberman, Myron, *Education As A Profession*. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1956. p. 540.

FUTURE THEMES

March—A Modern Philosophy for the FFA
April—Guidance for Students in Vocational Agriculture
May—Summer Programs of Vocational Agriculture Teachers
June—Informational Programs about Vocational Education in Agriculture

A Case Study of

How to Use Local Resource People in Vocational Agriculture

JOE P. BAIL, Teacher Education, Cornell University

Joe P. Bail

A local farm machinery dealer, an agricultural representative of the bank, and a successful young farmer from the community — these three persons provided the nucleus of a program in one of the most effective young farmer classes observed in recent years. How did it come about? What arrangements were necessary? What was the role of the teacher of agriculture in this educational program?

Perhaps this story is not new to you. You have probably used the technique many times. However, in the case being discussed, the teacher of agriculture had been in the community for eight years and this was his first unqualified success in using local resource people to assist in the instructional program in agriculture.

How Resource People Were Used

The conditions which led to this successful young farmer class were as follows:

First. The young farmer class had devoted two sessions to studying the problem of efficiently organizing the farm business. As an outgrowth of these classes, three major questions remained unanswered. These were: How much machinery do I need? How much machinery can I afford in my farm business? How can I finance the purchase of the required machinery? Other related questions were also listed by members of the class.

Second. It was decided to secure the help of resource people from the community to give their views on the questions.

Third. The selection of resource people was studied. Should all credit representatives be invited? All machinery dealers? After some deliberation, it was decided that one person representing the machinery dealers and one person representing the credit agencies should be invited. The local machinery dealers association was asked to name a representative to attend. He was asked not to bring "literature" from his company nor any other company but to come as a "resource person." In the case of the credit representative, only one bank in the community had an agricultural representative. Further, since it was not the county seat, no other agricultural credit agencies were located there. However, the agricultural representative of the local bank was asked to come also as a "resource person" in the area of credit and not as the bank representative.

Fourth. After the individuals were selected, the list of questions prepared by the group was submitted to the "resource persons" by a committee from the young farmer class. In addition, the teacher of agriculture invited, and the "resource persons" accepted, the opportunity to visit three typical young farmers in the group.

Fifth. The young farmer class selected a successful young adult farmer in the area, not enrolled in the class, to be the third member of the group. He was to keep the other "resource people" in line—or more specifically to represent the young farmers' viewpoints on the questions under study. He, too, visited the three young farmers chosen from the group.

Came the day of the young farmer class. Preparations were made to assure that the room and facilities were adequate, that all could see and hear, and that an informal atmosphere existed. Coffee was served, then the meeting began. The teacher of agriculture served as leader, introduced the resource persons, and started off the session by using one of the discussion questions prepared by the group. Discussion followed from the panel members. Questions were also raised by members of the class. In fact the session, planned as a panel discussion, developed more into a forum or town meeting. Ideas were interchanged by all persons attending.

Before it was realized, the time for the class had elapsed. Rather than continuing late into the night, the teacher of agriculture wisely and tactfully brought the session to a close. Class members who had unanswered questions made appointments to talk with the "resource persons" at a later date or were referred to other resource persons in the community. This concluded the very successful young farmer class.

Follow-Up and Evaluation

At the next young farmer class, a discussion and evaluation of the meeting was held. It was decided that each young farmer would follow through with resource people to whom they had been referred. In addition, a later young farmer meeting was to be devoted to the problem of securing adequate credit in other areas of the farm business. The teacher of agriculture also made arrangements to follow up with individual on-farm help for members desiring it.

The success of this young farmer class can be attributed to six things:

(1) Determination of the specific questions to be discussed by the resource people.

(2) Selection of resource people from the community in such a way as to assure appropriate representation and good *public relations.*

(3) Adequate advance preparation by the resource people, including personal visits to farms of class members.

(4) Provisions for a suitable meeting place with an atmosphere conducive to free and open discussion.

(5) Termination of the program at an appropriate time. No *attempt* was made to do everything at this one meeting.

(6) Follow-up and evaluation, including future meetings and individual farm visits.

Sounds simple, yes. Can it be done in your community and school? Should you attempt a similar type program? These questions can only be answered by you, in terms of the needs and interests of your young farmers. However, one of the significant outcomes of the meeting, in addition to meeting the needs of young

farmers in the class, was the *positive attitude* toward vocational agriculture developed by the resource persons who participated in the program. *Involvement* generates understanding which leads to support for a program. If you're not now taking advantage of resource people in your community, plan to do so in the future. Whether with high school students, young farmers, or adult farmers, resource people properly used can lead to improved instruction and improved public understanding of your program. Try it! □

It Has Now Been Proven That—

Professional Agricultural Workers Can Work Together

CLYDE B. RAY, Vo-Ag Instructor, Charlotte, Michigan

Clyde B. Ray

Many vocational agriculture teachers who have set out to develop broad comprehensive programs for the day school, adult and young farmers have received chilly acceptance when they approached other professional agriculture workers for advice or cooperation. Vocational agriculture teachers have been known to be chilly in their responses when asked for advice or cooperation by such agencies as the Extension Service, Soil Conservation Service, Agriculture Stabilization Committee and others. This chilly atmosphere did not help the men who were staff members in the different agricultural agencies and it did not help the people for whom they were providing advice and service.

The situation as described in the preceding paragraph existed in Eaton County, Michigan, until about 1952. During that year my co-worker in vocational agriculture proposed that the professionally trained men, who were providing information and services for farmers, meet and discuss with each other the objectives of their respective agencies. A meeting was held and several more meetings followed before the different groups had completed reporting their objectives and activities. Common understanding developed regarding the work of each agency.

Objectives of each agency were recognized and the men became acquainted with one another. The Eaton County Professional Agricultural Worker's Council came into being with the following written objectives:

1. To cooperatively plan for an improved agriculture in Eaton County.
2. To promote a better understanding of and an appreciation for all agencies, organizations, and groups engaged in the promotion of better agriculture.
3. To plan and carry out through joint participation county wide projects and activities.
4. To develop and correlate ideas and recommendations given to the farmers.
5. To promote cooperation among agencies, organizations and groups for their mutual benefit in providing members with worthwhile information.
6. To inform the public of the organized efforts of the council.
7. To provide a closer fellowship among the individulas working with farm people.

During the past eight years the council has organized and sponsored county wide projects as follows:

1. A Dairy Princess Contest.
2. A Greener Pasture Program.
3. Crop Variety Demonstration Plots.
4. Fertilizer Demonstration Plots.
5. Weed Control Demonstrations.

A wood lot management demonstration is planned for the coming year with a vocational agriculture teacher, an extension worker and a Soil Conservation Service technician making up the planning committee.

Other examples of cooperation among the members exist where all members help out on programs initiated by a single group within the council.

1. Many council members are superintendents of the departments at the County 4-H fair.
2. Most council members are judges or supervisors in the FFA leadership and judging contests.
3. The council members who represent Production Credit Association and The National Farm Loan have helped with financial assistance through their organizations on group projects.
4. The Soil Conservation Service has developed programs and contests for the 4-H and FFA groups.
5. The council members help each other by serving as panel members or resource persons to help present information to groups at meetings held by other members.

The council meets once each month. The members and their wives have a pot luck supper. Two or three members serve as hosts for the evening. The meetings are held at different locations in the county. Each meeting has a pre-planned program following the meal. The programs for the year are selected at the first meeting in the fall from a wide variety of agricultural topics suggested by a planning committee. The program for 1960-61 has been set up as follows:

October, 1960—Program presentation and discussion.

November, 1960—Review of new policies of agricultural agencies.

December, 1960—Christmas party.

January, 1961—Opportunities in the field of agriculture.

February, 1961—Joint meeting with Ingham County. Marketing milk cooperatively.

March, 1961—Packaging agriculture products.

April, 1961—Group tour of an egg marketing plant.

May, 1961—Study of a report stating the conservation needs of Eaton County.

June, 1961—Group picnic.

The council members do not hesitate to refer a farmer to another

agency when he requests information related to their special field. The members now feel free to bring their problems to the council for advice and consultation. A sincere spirit of comradeship is evident whenever the members meet.

The most concrete evidence that professional agriculture workers can work together is the fact that the farmers in Eaton County request information from the members and realize that the council is working cooperatively to improve the agriculture in the county. □

Lessons from the farm—

If I Had Only "Thunk"

J. C. ATHERTON, Teacher Education, University of Arkansas

J. C. Atherton

Nearly forty years ago my father engaged a neighbor to drill a well for him. This was a hand operation as electricity was not available in the area. In the process of digging the eighty-foot well, several mishaps occurred. After each unfortunate incident the well driller would survey the situation briefly, shake his head, and then make this statement, "If I had only thunk."

I believe there is a moral in this for us. The man, upon reflection, would conclude that the unpleasant incident could have been avoided with the use of a little planning and anticipation. Granting that hindsight is much keener than foresight, it seems evident that much good can come from constructive planning. It may also reduce the need for reflection. In our day-to-day activities, we don't have any drill bits which may be dropped into a deep hole in the ground, but we do have some potential activities which may be neglected to the same extent and thus become a total loss to us and the community as a whole. This will reduce our effectiveness as educators.

Our entire program with its many facets needs organization and forethought if each element is to be kept in its proper perspective and if we are to give the proper portion of our time to each area of activity. It has been said that only by accident will we have as satisfactory a program without planning as we would have with a plan. This will be especially true if the planning is the result of careful study and of group consensus. The success of our entire program hinges upon doing the things needed at the right time in the appropriate manner. A few persons may have the uncanny ability to do this more or less automatically, but they are the exceptions. For most of us it will come about only as a result of considerable organization, thought and effort.

There are critical times in the conduct of various activities. For example, if we fail to submit a report when due, our supervisor becomes upset because he must meet a deadline in consolidating them from a number of departments and then submit the summary. A missed meeting may result from lackadaisical work; a unit of instruction is not taught at the time when application of the results can be made effectively; and on and on we might go, all the results of poor planning and mismanagement.

To go anywhere it has been said that we must have a destination, we must have an itinerary, and we must pay the fare.

In our work, the destination is the goals we hope to reach—the things we wish to achieve. The itinerary is the time schedule—when we will initiate the event and at what times we will carry out various phases of it. The price of the fare is planning, replanning, and constant working of the plans.

Our effectiveness as teachers depends upon the extent of our "thunking" (efficient planning) and then the intelligent execution of the program which we have outlined. □

Lessons from the Farm—

"Horse Sense"—Does It Apply in Our Teaching?

HOWARD CHRISTENSEN, Teacher Education, University of Nevada

Howard Christensen

In days past, a man described as one who showed real "horse sense" was indeed complimented. What is "horse sense"? Has it gone out of date? Do teachers of vocational agriculture still need and use this rare gift?

In bygone days when horses were the main source of power, the judgment, common or "horse" sense, displayed by their owners in caring and managing them was of vital importance.

As a boy in Utah, no sadder news could come to my family during the sugar beet harvesting season than that a horse was sick or injured. I will long remember the mud holes in the road between our field and the sugar beet dump. How we would hate to see it rain or snow before the beets were topped. Snow or rain meant greater strain on our usually tired team. A good dependable horse, well trained to take the lead, was an asset and great care and extra feed was lavished on this horse.

There were rules of management and control of horses in those days, even though not written, and anyone who violated these rules met the scorn of the people.

Do the rules in working draft horses

in pulling heavy loads apply to teachers working with students? Do students need special care and consideration for work well done? Are most of our discipline problems caused by lack of foresight in following very elementary and fundamental rules of procedure? Do these rules for working with horses require a similar sense as that displayed by master teachers? Examine the rules given below:

General Rules in Working With Horses

1. There can only be one driver—teach them at once who is the master.
2. The driver of the team is responsible for the safety and delivery of his load. He knows what his team can and cannot do.
3. Watch your horses—look for signs of sore shoulders, lameness or sickness so measures of prevention can be taken.
4. Always check equipment. Many a runaway has been caused by a broken harness.
5. Break a young horse with an older steady horse.
6. Never completely trust the horse—always expect the unexpected. Only trust him according to demonstrated behavior.
7. In training a horse be consistent, with the same commands, be firm—force him to measure up, and reward him for work well done.
8. In catching a horse avoid running him around—restrict the area in which the horse can run. Be quiet yet firm.
9. On cold mornings teams have cold shoulders—warm them up before they hit the big load.
10. In order for a team to start the load, first get their attention and then start them together.
11. Use methods so each horse will pull that share of the load according to his strength. Shorten the double tree on the big horse's side or tighten up the stay chain.
12. Always stop the team for a rest on high ground so they can hit the mud hole when they are rested.
13. Always alert the team before they hit the mud hole. Apply the whip before the mud hole rather than after they are in it.
14. Avoid getting the team stuck, but if they get stuck, apply help before they exhaust themselves or quit from discouragement.
15. When day is done or the job is over, give the horse a pat on the back. Horses seem to sense the fact their work is appreciated. The horse needs to be fed according to work demanded.

I have found that in teaching there are mud holes; teachers need the same basic "horse sense" in teaching students that is demanded on the farm in hauling sugar beets.

Are *you* using "horse sense" in teaching? □

Keeping Pace with Developments In Agriculture

ROBERT A. SMITH, Vo-Ag Teacher, College Area Schools, State College, Penn.

If I were asked to state the most important single source of information for keeping pace with developments in agriculture, I would have to go right to the farm for the answer. Too often we overlook the farmer himself as an important source of information in keeping abreast of agricultural advancement.

To many teachers of agriculture, this may seem just opposite the normal course of action—find out what the developments are and then educate the farmers or the farmers' sons along those lines. Let me help qualify my reasoning by pointing out the results of a recent survey of county extension agents in Ohio. When queried, "Do you feel that a county agent gets adequate information about farm practices when the practices first come out?", fifty-six percent said they did not. Commercial concerns many times had the information first and farmers would be asking the agents about something they hadn't as yet heard of.

Collectively, the farmers in our respective areas have a wealth of information at hand ready to pass on if given the opportunity. Most often these practices are tried and tested and have proved of real practical value. But don't overlook those areas of development that did not pass the test by farmers; they may be of more value from our standpoint than those practices in use if we know why they did not make the grade. Discovering what developments the farmers are merely thinking of can be our greatest source of improvement in keeping pace.

What tends to make the farmer so up to date? His position is unique in that he is a consumer—another seemingly contrary statement—and doesn't have to go "searching to buy" when there is always someone handy and "ready to sell." Various experiment and research stations affiliated with the Universities and Colleges and the Department of Agriculture have done a very creditable job of investigating, compiling and disseminating information to the farmer through specialists, county agents, agriculture teachers, etc. Whenever an individual distinguishes himself in the above mentioned research or an allied field, he is adopted by industry and placed in their own extensive research organizations. Now the flow of information directly precedes the introduction of a commercial product to the farmer. Psychology and techniques of salesmanship are applied and there is a high percentage of acceptance by farmers of "another new development or practice in agriculture." How many new agricultural developments or practices can you think of which don't have some direct relationship to a commercial product?

I do not mean to imply that there is anything wrong with this system. We can judge only by the end result. There is much good to come of it if a hay conditioner salesman can get the farmer to improve hay quality, or a fertilizer salesman can help him to produce 100-bushel corn crops. Let's take advantage of this commercial advertising media and appre-

ciate that it can help us upgrade agriculture in a way that we could never do alone.

In effect, this situation places the agriculture teachers in the position of being a "middle man on the end of the line." Rather than receiving technical information on a new development and passing it on to the farmer recommending he institute it, (often it requires a cash outlay for machinery, fertilizer, etc.) we may find ourselves in a real advisory position where the farmer requests information or technical assistance on some agricultural advancement that he already has been exposed to through personal contact or advertisement of commercial products.

If others are more adept at sowing the seeds, we must be available and equipped to take over the cultivation. With our closer access to actual research information and our contacts with specialists, we are in the position to give the farmer the total picture necessary to making their decision.

As vocational agriculture teachers, we can apply the practical information gained in association with the active farmers toward our primary purpose of helping boys to begin and make an advance in farming. We can help forestall the problems they will face and prepare them to adopt agricultural developments in an economical and intelligent manner. □

What Is Expected From—

The State Vocational Agriculture Supervisory Staff

GLENN W. LEWIS, Vo-Ag Instructor, Easton, Maryland

After I received this assignment, I sat down at my desk and recalled the good things that happened to me because of a good supervisory staff during the past twenty-one years. My experiences have been on the firing line within the secondary high school where the vocational agriculture program either advances or retreats. I have witnessed the good things that our program can do for rural youth. I have seen rural youth grow into successful, progressive farmers and allied business men and have seen them pick up the mistakes of past generations, solve them and became the dominant leaders in the field of agriculture. I enjoyed my memories and came to the conclusion that my dedication to my job was due to the challenge and the contribution that our program awards society, under proper guidance of a good supervisory staff. I personally feel that the state supervisory staff are the real guardians of the agriculture program in our county.

A good supervisory staff, I feel, should be an aggregate of the best creative, analytical, prognostic minds that we have in our ranks. These people must have high appraisal value, be practical and operate in a pleasant atmosphere. I like to see a staff that can plan well, that can foresee completely the end results of what it advocates, and that knows the effect that the plan has on agriculture and its environment so that our program fits into it like a glove—perhaps on the side of opportune thinking, so that our programs may come out with new models designed to meet the challenge of the future production of food and fiber.

I think that our supervisory staff should be made up of men who are dynamic, men who cause things to happen, capable organizers, leaders, good mixers, promoters and experts in the field of public relations. Yes, a staff, we might say, of miracle men who can reverse a critical situation by creating a condition that will offset the end result of the aggressor; a staff that will take a stand and defend our program throughout any state. It is important for a staff to operate democratically but give leadership and ferret out the men who can carry promotional ideas of vocational agriculture to its highest level. A supervisory staff when working with a teacher in a school should be cognizant of the complete situation before he invades a teacher's domain to make recommendations that are applicable to the situation. It should operate sympathetically for the good of the organization and not for the personal show of authority; a helping hand when needed is the staff that is worth its salt. A staff who can curtail the erosion of any program is our desire; a good listener or counselor that can help an instructor who has problems without that teacher feeling that he is incapable or about to lose face.

An organized staff should have the ability of knowing when a teacher is not producing, try to direct his thinking, aid, stimulate and if proper results do not appear, a supervisor must, out of respect for the teaching profession, assemble courage and tact to suggest other fields of employment.

The selection of good teachers and the production of good teachers is the greatest key to the success of the vocational agriculture program. Strong, dedicated men will carry any program to a strong completion. I personally would sooner teach surrounded by strong agricultural teachers than weak teachers since they form an educational atmosphere that is healthy for everyone. The getting of good qualified teachers who desire to advance agricultural work is the job of the staff. I also think that a supervisory staff should have complete understanding of the science and technology of agriculture, be expected to keep abreast of current trends in order to develop courses of study and to organize curriculums that satisfy the needs of rural youth today, and advance them to their greatest potential. Curriculums are important for staffs to consider during this period of education since emphases are shifted from one field to the next. The nonalert group is sometimes left holding the nonalert children.

A staff should realize that it operates in one of the most organized, educational environments in the world when it performs in our present education system. It must be geared on a high plane, integrate our program with the rest of the high school, and still allow us to meet the needs of

rural youth with their education. This is a giant job within itself and needs that alertness of the entire staff, a staff that realizes that we are training American youth to be progressive people who must meet challenges never dreamed of in this generation.

A supervisor should have the ability to determine the interest and creativeness of his personnel and channel their efforts so that they are used to the maximum. I like a staff that can say "no" and give the reasons for the decision, a staff that shows no partiality and is willing to beat the bushes with a teacher to collect ideas, "jell" them and make every high school principal in America say with pride, "We are proud of our Vocational Agriculture Program; it is meeting the agricultural challenge of our time and is an asset to our school!" □

PROFITABLE FARM MARKETING by Obed L. Snowden and Alvin W. Donahoo. Published by Prentice-Hall, Inc., Englwood Cliffs, N. J. 390 pages illustrated with 201 figures and 79 tables. 1960. Price $5.50.

The authors of this book undertake to develop in the beginning chapters an understanding of some of the fundamental principles and practices of agricultural marketing together with some of the factors affecting the process. Following this, separate chapters are devoted to the marketing of Grain, Hogs, Beef Cattle, Sheep and Wool, Dairy Products, Poultry and Eggs, Cotton, Fruits and Vegetables and one chapter on Miscellaneous Farm Products with sections on tobacco, sugar and rice. There is also a chapter on "Government and Marketing" and one on "Vertical Integration in Agriculture."

In each of the chapters devoted to the marketing of a specific farm product, an analysis is made and an explanation given of the movement of that particular product from the farm producer to the ultimate consumer. The role of the "middlemen" involved in the process is discussed and evaluated. Each chapter begins with an introduction to the general problem area and an analysis of the problem in terms of a number of specific questions. The remainder of the chapter presents information and materials involved in determining the answers to the questions raised. The information is adequate and illustrations are ample for understanding. Each chapter closes with a brief summary and a list of discussion questions and suggested student practice activities pertaining to the particular area covered in that chapter.

The book is written in a readable, understandable form and should appeal to the vocational agriculture student or farmer who is concerned with agricultural marketing. The many tables and figures included should make of it a resource book for teachers and other agricultural workers.

Dr. Obed L. Snowden is Professor and Head of the Agricultural Education Department of Mississippi State University. Mr. Alvin W. Donahoo is Educational Director for the Minneapolis Grain Exchange.

George L. O'Kelly, Jr., Professor
Agricultural Education,
The University of Georgia

ECONOMICS OF AMERICAN AGRICULTURE by Walter W. Wilcox and Willard W. Cochrane. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. 538 pp., illustrated. 1960. Price $8.75.

The edition on the fundamentals of agricultural economics is a complete revision of the first edition. New chapters have been added and the informational material is current. It is an interesting presentation of the agricultural sector of our economy.

The text is very comprehensive. It describes production activities, marketing activities, the behavior of consumers, the influence of nonfarm agencies, and the role of government. It describes problem areas in American agriculture and then makes a modern economic analysis. At the end of each chapter other references and points for discussion are given.

There are 28 chapters. The subjects of the six parts of the book are as follows: The Production of Farm Products, Marketing Farm Products, Toward an Understanding of Farm Prices, Farmers in the National and World Economies, Human Resources and Land Policy Problems, and Price Income Policy Problems. The book is written on a college level; however, it is well adapted as a teacher reference in vocational agriculture.

Mr. Wilcox is Senior Specialist in Agriculture for the Legislative Reference Service of the Library of Congress. Mr. Cochrane is Professor of Agricultural Economics at the University of Minnesota.

William R. Bingham,
University of Kentucky

ANIMAL SCIENCE by M. E. Ensminger. Published by The Interstate Printers and Publishers, Inc., Danville, Illinois 1158 pp., illustrated. 1960. Price $6.75.

This new book deals with a comprehensive study of the livestock industry and is designed to supply the basic and most significant feature of a successful livestock program. Livestock included and discussed separately by sections in the book include beef cattle, sheep and goats, swine, and horses. Each type of livestock is treated in detail, and each section deals with such topics as history and development, distribution and adaptation, types and breeds, breeding and selection, feeding, marketing, and other aspects of animal management.

In this fourth edition the author incorporates the latest research and practices in the livestock industry and includes such new developments as automation and integration, agri-business, changes in livestock production, and practices in modern livestock marketing. The book is technical and complete enough to be used as a basic text for the high school or college student and informative and practical enough to be used as a reference by the livestock farmer. Significant aspects of the book are illustrated by photos and tables that add to the usefulness and completeness of the book. Each chapter begins with an outline of its contents, and at the end of each chapter are a number of thought-provoking questions and a list of selected references for the reader who wishes to go further into the subject treated in the chapter.

Dr. Ensminger is chairman of the Department of Animal Science at Washington State University.

Denver B. Hutson
Teacher Trainer
University of Arkansas

THE FARM MANAGEMENT HANDBOOK by I. F. Hall and W. P. Mortenson. The Interstate Printers and Publishers, Danville, Ill., 1960. 425 pages, $4.50.

This is a revision of a book first published in 1948 and revised in 1954. The first six chapters deal with the decision to farm and getting started in farming. The next 10 chapters treat organization and management of a farm; five chapters are devoted to marketing and farm adjustments; and five chapters to associated topics.

The book is oriented more toward helping the novice decide whether he wants to farm and toward identifying the factors that one must consider in making farming decisions than toward detailed treatment of budgeting and other more complex aspects of farm manage-

ment. The book would probably be of most use for students who are just beginning the study of farm management.

Chapter IV, "Some Characteristics of Northern Agriculture," suggests that the book is written with more direct application to farming in the northern part of the U.S. However, the principles set forth are generally applicable to farming everywhere.

The authors are professors of agricultural economics at the University of Wisconsin.

V. R. Cardozier
University of Maryland

News and Views of the Profession

R. E. Cammack Retires

R. E. Cammack

A 44-year career in education, 42 of which were in vocational education, ends today when Dr. R. E. Cammack, State Director of Vocational Education, retires.

Dr. Cammack is widely recognized in the fields of education and agriculture. The contribution he has made to the boys and girls and men and women of the state is immeasurable. His entire professional career has been one of dedication to the task of improving the opportunities of the working people of Alabama, be they farmer, laborer, or homemaker.

The retiring educator has been in his present position since 1945. He was state supervisor of vocational agriculture from 1921 to 1945. Prior to this he served as a school teacher and farm demonstration agent.

As State director of vocational education, Dr. Cammack was responsible for administration of vocational agriculture, vocational home economics, and trade and industrial education on the state level. He initiated and developed the war training programs in the state during World War II and the veterans training program following World War II and the Korean conflict. These programs alone brought educational opportunities to more than 200,000 persons.

The state program of vocational education under Dr. Cammack's leadership has frequently been pointed out by the U.S. Office of Education as a model for other states. The veterans administration has stated that veterans' training in Alabama was among the most efficiently organized and conducted in the United States.

While he was state supervisor of vocational agriculture, the program developed from 29 to 259 departments. Not only did the program grow in number of departments but also in quality of work, activities program, and in the esteem of the people in the state.

Dr. Cammack was responsible for organizing the Alabama Association of the Future Farmers of America as part of the national organization and served as state advisor for 16 years. He was one of four state advisors in the country who worked with the U.S. Office of Education in establishing the National FFA Foundation.

He holds a B.S. degree in agriculture from API (now Auburn University), the M.S. degree with major work in rural education from Cornell University, and the Honorary Doctor of Science degree from Auburn University.

A native of Clarke County, Dr. Cammack graduated from Clarke County High School, Grove Hill, as valedictorian of his class. He taught a year before finishing high school to help defray expenses of senior year in high school and his first year in college. While in high school, he also distinguished himself as a fluent orator and a convincing debator.

During World War I he attended officers' training school and received a commission. He saw combat service in Europe and was stationed in the army of occupation in Germany after the war during which time he was in charge of the Fourth Division School at Arweiler, Germany.

He was married to Ruth Cline Stodgill of Auburn in 1918 prior to leaving for overseas duty.

Dr. Cammack holds both the honorary State and American Farmer degrees in the FFA and the honorary Modern Farmer degree from the New Farmers of America. He is an honorary member of the Alabama Diversified Occupations and Distributive Education Clubs and the Future Homemakers and New Homemakers Associations of Alabama. Many other honors have been bestowed upon him, among them being selected "Man of the Year in Alabama Agriculture" in 1944 by *The Progressive Farmer* magazine, being named in *"Who's Who in America," "Who's Who in Education"* and *"Leaders in Education."* He is a past president of the National Association of State Directors of Vocational Education and of the Alabama Vocational Association.

The retiring director has served on many national committees and has been sought frequently as a consultant in the field of vocational education. He served during 1955-56 under an appointment by the Secretary of Health, Education and Welfare on the National Advisory Council on Vocational Rehabilitation. He is also a member of the National Advisory Committee to the Administrator of the Veterans Administration.

Dr. Cammack is a Democrat, a Baptist, and a 32 degree Scottish Rite Mason. Other organizations with which he is affiliated include Sigma Phi Sigma, Kappa Delta Pi, Phi Delta Kappa, Kappa Phi Kappa, Iota Lambda Sigma, and Gamma Sigma Delta. □

Weiner W.A.V.A.I. President

Arthur E. Weiner

Arthur E. Weiner, Vocational Agriculture Instructor at West Bend was elected President of the Wisconsin Association of Vocational Agriculture Instructors' Association during the Annual Summer Conference held on the Campus of the College of Agriculture in Madison July 11-15.

Weiner was born at Sparta, Wisconsin, and attended the Sparta schools. He graduated from the University of Wiscousin in 1938 and received his M.S. degree from the university in 1953. He taught vocational agriculture at Tomah from 1938 to 1946 and was Principal of the Sparta High School for two years. He was Supt. of Melrose High School for two years and has been vocational agriculture instructor at the West Bend High School since 1951.

Weiner organized and held the first state land judging contest for vocational agriculture students in Wisconsin. His land judging teams were winners in two state contests. One year he and his team took part in the National Land Judging Contest held at Oklahoma City. His firm belief is that we must know our soil to get the most out of it and we must also know how to take care of it as it is the real basis of our livelihood now and in the future.

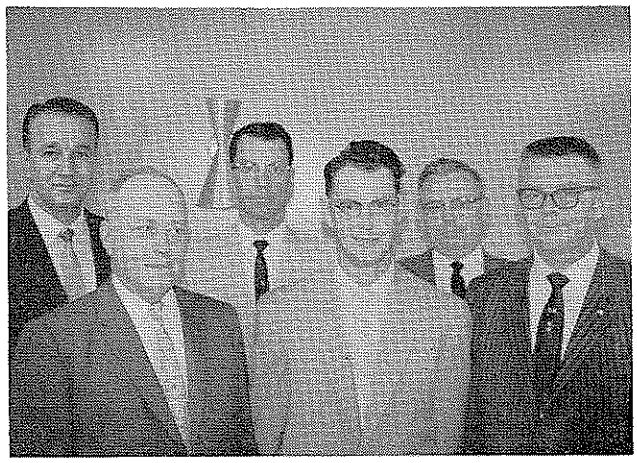
His hobbies are hunting and fishing and he likes working with people.

He married Marie Elmer of Tomah in 1944 and has one daughter, Nancy.

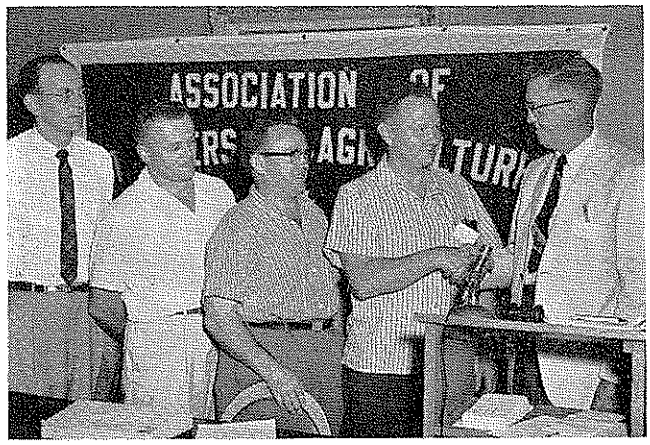
Preceding his election to the office of President of the W.A.V.A.I., he was Vice President of the Association.

Weiner has been active in many local community activities and has participated in many others that have had as their goal progress in promoting agricultural education.

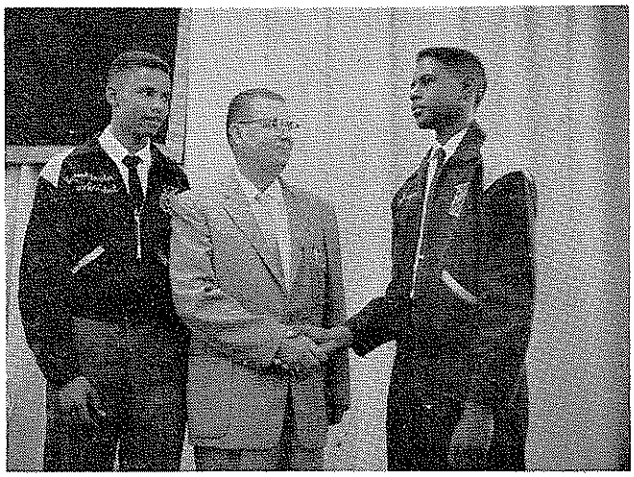
Stories In Pictures



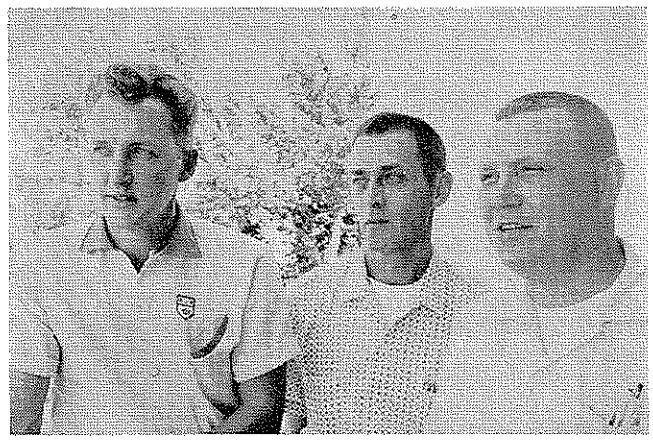
Smiling faces at the S. Dakota State Conference—from left to right: Harold Duis, Program specialist, U. S. Office of Educ.; Harold E. Urton, S. D. State Supervisor of Voc. Ag.; Ernest Wingen, Pres. of S.D.V.A.T.A.; Sylvan Vigness, Sec.-Treas., S.D.V.A.T.A.; Hilding Gadda, Teacher Trainer, So. Dak. State College; Arden Gronland, Vice President, S.D.V.A.T.A.



V. O. Linderman, (right) President of the Association of Teachers of Agriculture of New York congratulates newly elected president Carl Widger as other officers look on. (Left to right) Jay Manchester, Officer of Supplies, James Rose, Secretary-Treasurer and Henry McDougal, Vice President. Officers will be installed at the association's final session on July 1, 1960 at Oneonta, New York.



Lynwood Taylor (left) looks on with approval as G. C. Norman of the State Department of Education, Tallahassee, Florida, congratulates Earl Kagler, who placed second in the public speaking contest at the National New Farmers of America convention in Atlanta, Ga. Taylor was elected second vice president of the national organization during the convention. Both are students of Rochelle High School and members of the Lakeland NFA Chapter.



Newly elected officers of the Nebraska Vo Ag Association: Left to right—Glenn Nelson, Mitchell, President; Orin Schnieder, Genoa, Vice President; Ronald Ganzel, Pawnee City, Secretary-treasurer.

Nevada State FFA Officers on tour. Every year the Nevada State FFA Officers visit the farms of all state farmer applicants. Picture is at a student's ranch, in southern Nevada where he had assisted in building a cement ditch for irrigation.

C. V. Donnell, teacher of vocational agriculture at Deshler, Ohio, with his poultry judging team which won the State Poultry Judging Contest this year. This is Donnell's eighth team to have won this contest in the past eight years. (Photo by R. J. Woodin)