

*The* **AGRICULTURAL EDUCATION** *Magazine*

VOLUME 34

APRIL, 1962

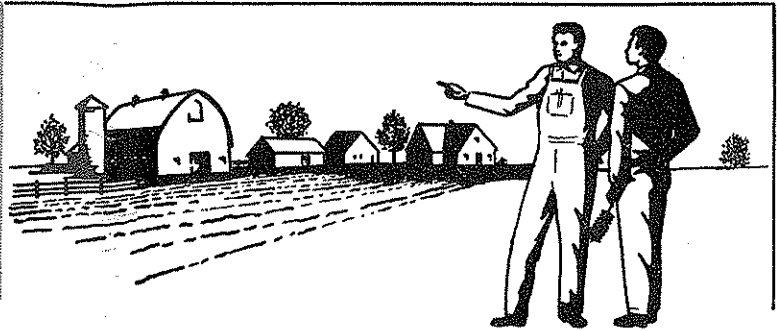
NUMBER 10



Picture legend, page 220

*Featuring—*The Vo-Ag Teacher's  
Role in Guidance

# The Agricultural Education Magazine



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

THE INTERSTATE  DANVILLE, ILLINOIS

## MANAGING EDITORS

T. W. Gandy, Auburn University, Auburn, Alabama  
Editor  
A. H. Krebs, University of Illinois, Urbana, Illinois  
Consulting Editor  
Henry TenPas, Oregon State College, Corvallis, Oregon  
Business Manager

## SPECIAL EDITORS

### CENTRAL

Ralph J. Woodin, Ohio State University, Columbus, Ohio  
R. J. Agan, Kansas State University, Manhattan, Kansas

### NORTH ATLANTIC

Joe P. Bail, Cornell University, Ithaca, New York  
Jesse A. Taff, State Department of Education, Boston, Mass.

### PACIFIC

S. S. Richardson, Utah State College, Logan, Utah  
Howard Christensen, University of Nevada, Reno, Nevada

### SOUTHERN

J. C. Atherton, University of Arkansas, Fayetteville, Ark.  
A. J. Paulus, University of Tennessee, Knoxville, Tenn.  
C. C. Scarborough, North Carolina State College, Raleigh, N. C.

### AT LARGE

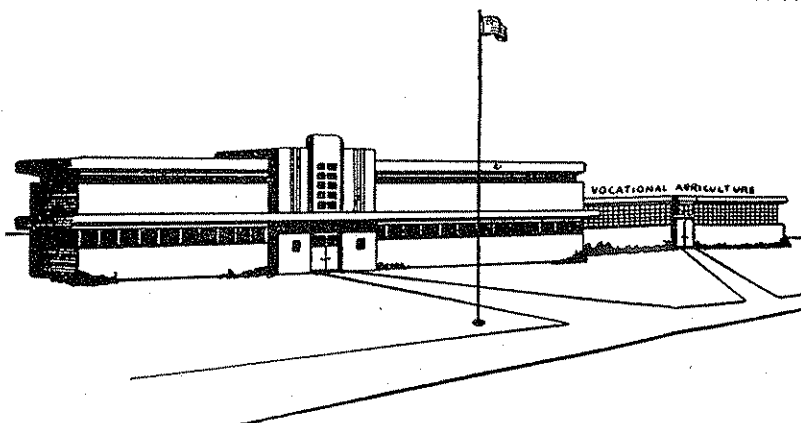
Robert Howey, Sycamore, Illinois  
Teachers  
Carl F. Lamar, University of Kentucky, Lexington, Ky.  
Book Reviews  
H. N. Hunsicker, U. S. Office of Education, Washington, D. C.  
Vocational Division

## SPECIAL REPRESENTATIVES

Pacific, Ralph W. Canada, Fort Collins, Colorado  
Southern, S. L. Sparkes, Nashville, Tennessee  
North Atlantic, Cola D. Watson, Montpelier, Vermont  
Central, R. J. Agan, Manhattan, Kansas  
N.V.A.T.A., W. S. Weaver, Delphi, Indiana

## EDITING-MANAGING BOARD

Ralph W. Canada, Colorado; S. L. Sparkes, Tennessee; Cola D. Watson, Vermont; R. J. Agan, Kansas; W. S. Weaver, Indiana; A. W. Tenney, Washington, D. C.; R. W. Montgomery, Alabama; James Hamilton, Iowa; Henry TenPas, Oregon; A. H. Krebs, Illinois; T. W. Gandy, Alabama.



# Contents

## Editorials

Nocturnal Instruction .....	Arnold Scheer .....	219
Vo-Ag as a Rehabilitation Program .....	Bernard Levitan .....	219
The Cover Picture .....		220
Teaching About Agricultural Occupations, How to Begin .....	Norman K. Hoover .....	220
Guidance Activities Provided by the Vo-Ag Teacher for the Total School Program .....	John L. Yates .....	222
The Dialectic of Guidance in Agricultural Education .....	Gordon I. Swanson .....	223
Themes for the Agricultural Education Magazine Volume 35, 1962-1963 .....	Ralph J. Woodin .....	223
Ability Grouping in Vocational Agriculture .....	V. R. Cardozier .....	224
Team Teaching in Vocational Agriculture .....	Howard W. Deems .....	226
Counseling With Individual Students and Their Parents .....	R. C. McClure .....	228
Beginners Need Help .....	James T. Horner .....	229
Beginning Teachers Need Help .....	Gilbert S. Guiler .....	231
Guiding Principles for State Supervision of Vocational Education in Agriculture .....	Robert E. Taylor .....	234
Factors Influencing Occupational Choices of Farm- Reared Male Graduates of Newton High School .....	Melvin F. Newton .....	235
Class Participation an Important Factor in Young and Adult Farmer Programs .....	Glenn Smith .....	236
News and Views from the U. S. Office of Education .....		237
Future Themes .....		237
Exchange of Ideas, NVATA—1961 .....		238
News and Views from Teacher Education .....		239
Stories in Pictures .....		240

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

## Guest Editorials

### Nocturnal Instruction

ARNOLD SCHEER, Horticulture Specialist, California State Polytechnic College, San Luis Obispo\*

Yes, he is dreaming if he sets his sights on the *average* student in his vocational agriculture class, and he surely needs awakening!

At a recent Conference of the California Agriculture Teachers' Association I stated on a panel that I geared my instruction in vocational agriculture to my best students. I observed a number of lifted eyebrows, and a few sleepers stirred a bit before settling back to a sounder slumber. Maybe they thought they were having a bad dream as I continued with the following discussion.

I believe we must gear our program to the brighter boys to maintain and increase our high level of agricultural production and leadership. The deeds of successful vocational agriculture students are highly impressive, but with the number of people in agriculture sliding, the best must be heard from if agriculture's progress is to continue. The problems of farming cannot be dealt with by the average or below-average student. I believe that is part of our problem today, in agriculture and vocational agriculture. If we partially ignore the top boys in class by spending our time trying to load up the average boys with general run information, then we will either lose the better thinkers entirely or they will settle back with the average, and we have lost them anyway.

A number of instructors told me they gear their instruction to the average student in the class, then give the higher level special advanced work to do on their own to develop their incentives and abilities. This is a poor substitute for good teaching and it doesn't stimulate top performance. You have heard, "What about the average or below-average student? Are you going to leave them out?" May be that you think they are average because the challenge you present is average. Regardless of where you gear your instruction, someone is going to be left out. If I must choose to leave someone in the dark, it isn't going to be the boys with the cranium cranked for action. The average boys are going to absorb only so much, so why not make all the students work as hard as they can by top level instruction. Of course, you should know the general limits of your class abilities, but top this off with a challenge for the future leaders. The average boys should be exposed to the more

\*Mr. Scheer is a past Future Farmer, Vocational Agriculture Instructor, and Agriculture Supervisor.

### Vo-Ag as a Rehabilitation Program

BERNARD LEVITAN, Vo-Ag Instructor, Public School 616, New York City

Not the Vo-Ag you would recognize.

Not even an FFA chapter.

But vocational agriculture *is* being taught to adolescent prisoners (16 to 21 years old). In an effort to rehabilitate these inmates, the Department of Correction and the Board of Education of New York City have established a school, P.S. 616, in the correctional institution for men on Rikers Island in the East River, in view of LaGuardia airport. The "600" designation refers to schools set up for juvenile delinquents.

The vocational agriculture program in this first year of its existence consists of a 100' greenhouse and many plans. The greenhouse with the classroom attached serves very nicely to introduce the "boys" to plant life. You would be surprised to see how enthused one inmate became when a geranium cutting he had made two weeks earlier showed a nice growth of roots. In short, the vo-ag program here is aimed at providing therapeutic outlets in the overall rehabilitation program.

The plans include, eventually, use of some of the 500 men-made acres on the island and part of the flock of 10,000 poultry (hens and broilers). Beekeeping may be included (if not considered a weapon) and vegetable garden plots operated by groups will increase the population affected by the course.

Sometimes it is an ideal teaching environment. The inmates welcome the advent of a school day (especially after a holiday) and the teacher can lead the class into the lesson by discussion and logical steps. It is truly a situation of "captive" audience. Attendance is always perfect. Lateness is neither tolerated nor existent. The same is almost true for poor discipline, since the alternative to school is the boredom of "made" work provided by the correctional force.

Just what is being accomplished is difficult to evaluate. To a teacher it is discouraging, challenging, unique. One day the class of about 15 will be receptive, attentive and encouraging. The next day everything seems to break loose. They will talk too much, bicker among themselves and actually "look" for punishment. Of course the better makes up for the bitter. When a difficult job presents itself, the class will work hard and long. And the response to honest praise for a hard job well done is immediate. The tired backs straighten perceptibly.

### Nocturnal Instruction . . .

difficult farm problems. They may not understand completely the mechanics of such things as marketing agreements, residue tolerances, hybrid vigor, revolutions per minute, systemics, feed conversions, and cost price squeeze, but they know someone must, and their very existence will depend on someone knowing it.

If 90% of the people in the U. S., and many more people in the world, are going to depend upon 10% of the American farmers for their food, then that one in ten must be good. He is going to get his start in some vocational agriculture class. Are you, the agriculture teacher, going to slow up and lose him? Take a long look at those high level thinkers. Yes, and take a long look at the boys of a lower level — watch as you teach. Whom do you lose first?—that's right. You nearly lost the higher level group just by looking over them. Their minds will starve on run-of-the-mill material. They must be fed the best of agriculture so they will live agriculture because we must have them in agriculture. Again I say, the average level boy will not comprehend all the problems, good and bad, but he must know problems exist so he can back the leader who will solve them wisely.

When will the smart lad get at these tough problems? Just as soon as he is exposed to agriculture situations through your high level teaching. Then you have given him the start he deserves, and his time will not have been wasted.



Teaching "about" agricultural occupations and teaching "for" them are two different things. The former is definitely in the area of occupational guidance. The latter implies the teaching of skills, abilities and knowledge required to perform the duties and responsibilities of the occupation.

During the past five or six years, a great deal has been said about changing the program of vocational

We need a vocationally trained agriculture leader wherever a community organizations meets—local, state, national or international—to keep the "record" straight for the armchair authorities. One problem in particular is defending vocational agriculture against its ever-increasing attack by those who would eliminate it because, "It has served its usefulness." If continuing to assure our country of an abundance of food is out-dated, then surely they are right. Agriculture is easy to defend, but how better than by a boy who has been exposed to high level instruction in agriculture's fantastic framework!

Take another look at your agriculture teaching curriculum! Match it with your high level students. Which are you going to change?

I emphasize that you should take all students in your stride with *stimulating* material. Top off your unit with a challenge for the future leaders to work on. Stretch their eager minds beyond capacity. Make them think and plan for agriculture; yes, and for our economic security in a surplussed, yet starving world. If we are to maintain our agricultural supremacy, we must modernize our obsolete ideas of instruction and continually inspire all students with progressive thinking. You can do this; you have the training for it! In 1935 vocational agriculture and farming were synonymous. In 1962 and into tomorrow, vocational agriculture and agricultural leadership are synonymous. □

### Vo-Ag as Rehabilitation . . .

The school hopes to report at a later time on the placement of "graduates" (after they have served their time and are on parole). May that report be a happy one. □

### The Cover Picture

The cover picture shows a panel of leaders at the North Atlantic Regional Research Conference, Agricultural Education, held at The Pennsylvania State University, University Park, Pa., November 13-15, 1961. Dr. Charles W. Hill, Cornell University, (standing) presided at the conference.

Shown seated just before they presented a symposium on "State Programs of Research in Vocational Education" were (left to right): D. M. Nielsoen, Leader of Symposium, Specialist in Teacher Training and Research, U. S. Office of Education; V. R. Cardozier, Teacher Education, University of Maryland, College Park; H. M. McDonald, Maryland Supervisor of Agricultural Education, Baltimore; J. C. Fink, Pennsylvania Supervisor of Agricultural Education, Harrisburg; R. E. Bender, Teacher Education, Ohio State University, Columbus. (Photo submitted by Dr. Benton K. Bristol, Pennsylvania State University) □

The important thing in life isn't so much where you stand, but in what direction you are moving.

## Teaching About Agricultural Occupations How to Begin

NORMAN K. HOOVER, Teacher Education, Pennsylvania State Univ.

agriculture to include more occupational guidance in agriculture. Conference programs have provided spots for speakers, panels and discussion groups to deal with the subject. "The Role of the Vo-Ag Teacher in Guidance" has been the title or the implied title of a number of professional papers.

In spite of an apparent abundance of suggestions for change in the pro-

gram, the actual change seems to be taking place slowly. Is it because teachers do not see the need for it? Is it because the task seems impossible? Is it merely that teachers do not know where to begin?

It is the opinion of the writer, after doing research and in-service education with teachers in occupational guidance for a period of some seven years, that many teachers are

holding back because they don't know just where to begin. They are not quite sure whether they want to take the "big step" necessary to get involved in occupational guidance in agriculture. Some of them, on the other hand, have made a fine beginning but don't recognize their work as occupational guidance.

In the following paragraphs, we will present some ideas that any teacher can use to "begin" teaching about agricultural occupations. These ideas can be used without making major changes in the present program. Once the possibilities and opportunities for informal occupational guidance are realized, many of the doubts will be erased and a teacher will be well on his way to teaching "about" agricultural occupations. Making the adjustments necessary to teach "for" these occupations is then a natural outgrowth of the newly acquired philosophy and interest.

To teach about agricultural occupations informally, as a part of the regular program in vocational agriculture, a teacher must develop an awareness of the opportunities to relate occupational information with the regular subject matter dealing with crop and livestock production; he must use the farming programs of students, the farm mechanics work and the FFA activities as opportunities to acquaint students with agricultural occupations.

#### Integration of Occupational Information with Crop and Livestock Units

In teaching a unit on "Improving the Dairy Herd," one would normally devote a part of the time to selecting animals for the herd. This brings to the foreground the value of keeping records and testing milk. The work of a DHIA tester, the training he needs and the opportunities for this work should be taught informally at this time. In the same unit there probably would be an opportunity to explain the work of an inseminator.

A unit dealing with feeding and marketing beef cattle provides opportunities to point out such occupations as a livestock truck driver, livestock auction manager, salesbarn employee, stockyard employee, and livestock dealer. As feed mixing, grinding and rations are discussed, the various occupations in the feed industry can be discussed. The opportunities for work as laborers, supervisors, herdsman and managers on the various types

of farms and feedlots should not be overlooked.

For a class that is studying the control of insects and diseases of wheat, stem rust control by eradicating the barberry plant would be a part of the lesson in many sections of the United States. This affords an opportunity to acquaint students with the kinds of work done by government regulatory personnel. Class discussion centered around storage facilities for small grain could be directed to such work as elevator manager and grain tester.

To do an effective job in this type of occupational guidance, a teacher should make a list of occupations he wishes to discuss with his students. He should then take his annual or long-term plan and make a notation indicating that "discussing the occupation" is a part of the teaching plan.

One teacher developed a unit in ornamental horticulture as follows:

- Management of Trees and Shrubs
- Pruning deciduous plants.
- Pruning ornamental evergreens.
- Fertilizing deciduous trees, shrubs and vines.
- Fertilizing evergreen plant materials.
- Controlling insects and diseases.
- Treating wounds, caring for cavities and bracing trees.
- Using general maintenance practices.

After considering the possibilities of integrating occupational guidance into the unit, he added to the list of activities the following:

- The role of a city or state park employee.
- The role of tree pruning crews.
- The job of the tree surgeon.
- A groundskeeper at work.

Another teacher saw opportunities for teaching about agricultural occupations in his unit on forage crops. His original unit included major divisions as given below.

- Forage Crops (hay, silage, and pasture)
- Establishing the forage crop system.
- Fertilizing and liming.
- Managing the forage crop system.
- Harvesting and storing forage crops.

Each of the major divisions has three to five sub-divisions to which the teacher added these occupations.

- Custom machine operator.
- Operating a truck for lime spreading.

Mechanic in a farm machinery business.

Demonstrator for a farm machinery business.

Fieldman for a farm machinery business.

#### Integration of Occupational Information with the Supervised Farming Program

Production projects and improvement projects can be used as the means of acquainting students with a number of occupations. A sheep project may bring a student in contact with a sheep shearer, a buyer, a wool grader and a butcher; a swine project can introduce a boy to the work of an auction employee, a livestock buyer, a feed mill employee, breed association employee and a veterinarian; an improvement project in farm woodlot management should acquaint a student with the work of a forester, sawmill employee and possibly with the various types of work performed in managing a tree nursery.

The teacher, however, must make these associations meaningful in terms of occupational opportunities; otherwise, many boys will see no relationship between what they are doing or studying and their possible future work.

#### Other Ways of Informally Teaching About Agricultural Occupations

A teacher who is daily aware of his responsibility for acquainting students with possible work in agriculture will find many ways to discharge this responsibility.

In a graduate course dealing with occupational guidance in agriculture, the writer surveyed the experienced teachers in the class to determine some of the practices being used by them.

One teacher reported that he has a scheduled period each week for Individual Supervised Farming Program Work and Individual Study. During this period he discusses job opportunities in agriculture that are directly related to the subject matter being taught during the week. Another teacher considers field trips to agricultural businesses an excellent opportunity to have a follow-up discussion on agricultural jobs. These field trips are taken as a part of a subject matter unit and may include a fertilizer plant, feed mill, hatchery, farmer cooperative, nursery, artificial breeding center, creamery or farm machinery dealer.

The supervisory visits at a boy's home, according to one teacher, affords an excellent opportunity to talk with a boy about his future. More time is usually available, the boy may be more willing to talk and his parents can be in on the discussion.

Other activities suggested by a teacher who is making a start in this area of work include having the group develop a list of agricultural jobs in the area with the names of employers and the number of employees; providing an opportunity for students to spend one-half day or more with an employee in several areas of work in which the student expresses an interest; and having a list of representatives in each of the related fields for students to use when they are interested in contacting someone in a particular phase of agindustry. Several of the teachers,

through the FFA, have an agricultural career program at which time a number of professional agricultural occupations were discussed.

It will be obvious to the reader that the above suggestions only scratch the surface so far as possibilities for acquainting students with the scope of work in agindustry. These opportunities have always been available to the agricultural teacher but all too often the student has had little help in seeing the relationship between the study of subject matter in agriculture and job opportunities for him. Only as the teacher develops a constant awareness of his role in occupational guidance will he use effectively the tools at his command and begin to teach about agricultural occupations.

This teaching "about" agricultural occupations, however, is only a be-

ginning step in making a needed change in the vocational agriculture program. The demand for off-farm agricultural workers who have some agricultural experience and some knowledge of farming has increased. Some of these workers need only a high school education; others need an agricultural college education. At the same time there are fewer farm boys to fill these positions in agindustry. Therefore, a seemingly evident responsibility of vocational agriculture is to provide agricultural work experience for nonfarm boys who are interested in and needed in agindustry. Is it expecting too much to hope for the day when teachers, without violating some regulation or law, can place certain boys on good farms or in an agricultural business for work experience? □



## Guidance Activities Provided by the Vo-Ag Teacher for the Total School Program

JOHN L. YATES, Vo-Ag Instructor, Town Creek, Alabama

Most schools of today are putting a lot of stress on the guidance program for their students. Many schools have full time guidance counselors who work with all the students in planning their course of study, their future plans, careers, and many other problems that arise in student's lives.

The vo-ag teacher is in a unique position to furnish guidance activities for the total school program because of the close contact that he has with all of his students and the knowledge that he has of the family and background of the students.

In the school at Town Creek there is a part-time guidance counselor, who is a teacher that spends half time working in the area of guidance. The system followed by the vo-ag teacher and the counselor in this school works as follows:

1. The guidance counselor furnishes the vo-ag teacher with all the basic information as to the ability, aptitude, and achievement of the student. She has the results of all the tests, IQ scores, personal data, and

program outline of each of the students.

2. The counselor also informs the vo-ag teacher as to the results of the counseling sessions they may have had with the students.
3. The vo-ag teacher keeps a file of all the possible career opportunities in the field of agriculture and related fields that he may furnish to the counselor in case she needs them to counsel with a student on a career related to agriculture.
4. The vo-ag teacher furnishes the counselor with a short resume of the home background and environment of the students under his supervision. Since the vo-ag teacher is the only one doing very much visiting in the community, he can furnish a valuable assistance to the total school program, coming out of the same homes or neighboring homes.
5. The vo-ag teacher allows the guidance counselor to visit with

him on several occasions in order to acquaint the counselor with the parents of the students who are potential problem students.

6. The vo-ag teacher furnishes the counselor with all available scholarships, awards, etc. that may be available to students in agriculture and related fields.
7. The vo-ag teacher does individual and group counseling with all his students on careers, farm programs, scholarships, personal problems, and many other things because he is usually very close to the students in his classes.
8. On home visits the vo-ag teacher should make it a point to study the family and try to determine the capabilities and personal traits of the student in relation to family background and family ambitions.

There are many opportunities for the vo-ag teacher to contribute to the guidance activities of the total

(Continued on page 233)

# The Dialectic of Guidance In Agricultural Education\*

GORDON I. SWANSON, Teacher Education, University of Minnesota, St. Paul



Recently there has been an abundance of material with attention to guidance in the literature of agricultural education. A recent book entitled *Guidance in Agricultural Education*<sup>1</sup> has appeared and an increasing number of studies and articles are appearing. There have been a number of studies that relate high school vocational agriculture with later collegiate success or performance in a variety of other pursuits. This is a healthy trend, but it is also one that requires a review and a restatement of the problem of guidance.

The wisdom of a school's decision to offer agriculture, language, history, or any other subject is a value judgment that is hardly amenable to research. Perhaps, the most that can be done is to show that the likelihood of success in teaching agriculture may be related to the age of students, their social and economic circumstances, the methods employed in teaching and the degree to which the stated objectives have been achieved. It may also be possible to show whether the teaching of agriculture is compatible or incompatible with other objectives possessed by the school or the individual students.

The agreed purpose of education is to change students in desirable directions. To argue this purpose it is necessary to have three kinds of information. It is necessary, first, to investigate the student and to understand more about him and his intellectual growth. Secondly, it is necessary to investigate the means by which changes can be made to occur and to what degree. Thirdly, it is necessary to understand the desirability of change along with the direction and degree of change expected. This is most difficult and most speculative. There is no formula or general principle that will allow one to determine whether the change is

desirable in any moral, social, or philosophical sense. Here, again, it is necessary to assess the validity of a value judgment, hardly an objective or a scientific process.

It should be said, however, that agriculture as a school subject is not unique in this difficulty. No subject in the school has a larger (or smaller) claim on the desirability or degree of educational change it affects. If so, no research has as yet substantiated the conclusion. Since no evidence is available on this point it is necessary to turn to whatever uniqueness attends the subject. Without departing from the tenuous nature of value judgments, it is possible to show the economic desirability of agricultural instruction. Estimates of cost to the student, the school, the state, and to society can be made for investments in agricultural instruction. Returns

on this investment can also be estimated with reasonable accuracy. On the basis of very limited studies,<sup>2</sup> it appears that an argument favoring the economic desirability of agricultural instruction would be generously supported.

Within this general framework it is possible to restate the problem of guidance in agricultural education in the following oversimplified way: the upper and lower limits of success are determined largely, but not exclusively, by operational intelligence and academic knowledge. A most important part, and often a major role, is played by the kind of teaching, the exigencies of adolescent experience,

<sup>2</sup>Theodore Schultz. *Education and Economic Growth*. 60th Yearbook, National Society for the Study of Education. University of Chicago Press. 1961. 252 P.

## THEMES FOR THE AGRICULTURAL EDUCATION MAGAZINE\*

Volume 35 — 1962-1963

1962

- July — Planning Local Programs
- August — Building School Relationships
- September — Selecting Farming Programs
- October — Developing Young Farmer Programs
- November — Public Relations
- December — Evaluating Adult Farmer Programs

1963

- January — New Horizons for the F.F.A.
- February — Maintaining Technical Competence
- March — Using Supervisory Assistance
- April — Providing Teaching Aids
- May — Planning Graduate Programs
- June — Studying Your Community

<sup>1</sup>Harold Byram. *Guidance in Agricultural Education*. Interstate Publishers, 1959. 238 P.

\*Copied from *The Visitor*, Vol. XLVIII, No. 4, October, 1961. Dept. of Agricultural Education, Univ. of Minnesota, St. Paul.

\*Prepared by Dr. Ralph J. Woodin, Editor Elect. Dr. Woodin is Professor of Agricultural Education at Ohio State University, Columbus, Ohio. Copy for the July issue should be mailed to Dr. Woodin before April 1, 1962.

the kind and degree of motivation, the individual personality structure, and the emotional climate of maturation.

Through the use of a variety of tests and other measuring instruments, it is possible to determine a student's chances of success in given circumstances within certain limits of probability. Having obtained this prediction it is possible to tentatively abandon certain objectives and to show the meager possibilities of success with others. This exercise permits the establishment of minimum targets. The next step is that of a careful study of the student's personality, interests, and motives as they reveal themselves *cumulatively* together with such

other resources that may affect the accessibility of educational objectives. To this is added a skillful application of educational knowledge that will allow the student to, in fact, falsify the prediction, to exceed the minimum target. The guidance function is thus seen as a dialectic between measurement and educational methods accompanied by the ratchet-like process that allows the maximization of educational achievement.

Finally, it should be said that while agriculture teachers have a special guidance role to play, theirs is not an exclusive one. It is shared by all other teachers in whose courses the agriculture students are enrolled. The

agriculture teacher has an especially large responsibility to the guidance counselor in supplying cumulatively revealed information. Moreover, the agriculture teacher has a special responsibility to be aware of the full range of minimum and maximum educational targets that may be matched with student ability and opportunity in the field of agriculture. A guidance program is a complex thing, a many-faceted process that requires special knowledge and unusual skill. Most of all it should be understood that the stimulation of aspirations provided by excellence in teaching is crucial to the success of any guidance program. □

## Ability Grouping in Vocational Agriculture

V. R. CARDOZIER, Teacher Education, University of Maryland, College Park



"Vocational agriculture must change or disappear." This statement is repeated daily by school people, agricultural workers, and especially leaders in vocational agriculture. There appears to be little disagreement with this. What the nature of the change should be is not so clear. It seems likely that the changes will involve both changes in the present program and the evolution of entirely new programs of agriculture.

One change which builds promise for vocational agriculture is ability grouping. Educators have talked for years about designing courses to meet the needs and abilities of students, but have done little about it. Ability grouping would help make this aim a reality.

### The Problem

Why is ability grouping, long a practice in academic subjects, worth considering for agriculture? One reason is the current image of vocational agriculture. The blunt, if unpleasant, truth is that vocational agriculture is all too often viewed by students and teachers in the schools as a dumping ground for low achievers. This is not without some basis. Guidance counselors and principals, trying to decide what to do with low achievers, place them in vocational agriculture on the

assumption that thereby the individual and the school will be best served. This practice has resulted in vocational agriculture's reputation as a dumping ground. The effects are: (1) that many good students who would otherwise want to study agriculture avoid it, and (2) the increased proportion of low achievers in a class makes the job of "meeting the needs and interests of all students" an impossible task for the teacher.

Some vocational agriculture workers suggest that efforts be made to convince guidance counselors and principals that low achievers should not be placed in vocational agriculture, but this raises the question of where they should be placed. No one has the audacity to suggest that they be guided into industrial arts, instead; industrial arts teachers are no more interested in their courses becoming the "dumping ground" than are teachers of agriculture. To place the low achiever in academic courses only would be a poor solution. Not only would he experience but limited learning but he would be more likely to become unhappy and bitter toward the school. It should be remembered that low achievers are more likely to remain in that rural community as adults; their attitudes toward the school are most important.

Occasionally one hears murmured suggestions that low achievers be dropped from school and put immediately to work. It has been more than a half century since this attitude enjoyed much acceptance, and is not likely to become popular except with those whose educational philosophies are "sputnik" oriented.

The solution is not to steer low achievers out of agriculture just because they are low achievers. There is a great deal of logic with guidance counselors and principals in the practice of guiding low achievers—especially farm boys—into vocational agriculture. A boy who has grown up on a farm or is otherwise interested in agriculture but who cannot find interest, purpose, or achievement elsewhere in the school may very well be provided for best in vocational agriculture. The nature of the learning experiences in vocational agriculture plus the understanding and help of a sympathetic vocational agriculture teacher can help the low achiever to find interest in school, to develop purpose, to avoid becoming a discipline problem, to improve his performance in academic courses and to develop considerable competence, especially in those aspects involving manual skills. He may not be able to master the subject matter but he can learn the value



of seeking facts, learn where to get them, and develop the attitude that he should rely on competent advice where he is not capable of solving his own problems as a farmer or agricultural worker. These are not unrealistic objectives for the low achiever who is very likely to become a local resident, taxpayer and school patron.

We have developed a case for the low achiever enrolled in vocational agriculture, but what about the better student who wants to study agriculture, the student who is capable of performing ably in any of the academic courses in high school? This is the student who is often bored by instruction geared to low achievers. He is also the boy who often avoids vocational agriculture because of the onus it bears—i.e., the dumping ground for the school.

Many like this boy will go to college, particularly agricultural college; some will enter farming or other agricultural work in the community upon graduation from high school. At present, many if not most of these boys are avoiding vocational agriculture or being guided out of it by their guidance counselors. It is no secret that if a student indicates interest in attending college, counselors steer him away from vocational agriculture and into something that "will challenge his intellect and better prepare him for college." This charge is altogether too valid where low achievers and high achievers are placed in the same class.

Yet, most leaders in vocational agriculture feel that high achievers who want to study agriculture should have the opportunity. The high achiever should find in his agriculture course the same level of intellectual challenge that he finds in other courses. The nature of the course and the manner in which it is conducted should not be aimed at the lowest common denominator in the school.

#### A Solution

What, then, is the solution or at least one solution? Ability grouping in agriculture classes offers one approach to solving the problem. This is not to suggest that all schools should adopt ability grouping in vocational agriculture; some communities are more nearly homogeneous than others; some schools may be too small to permit it; the plan would not fit some for other reasons. The plan could be more easily adapted to consolidated schools but it would also fit many others.

The idea is not entirely new. Many consolidated schools now have two

sections of some agriculture classes, based on ability. The main differences would be in the identification of the two sections of the course, in the course content for the two groups and the way each was taught.

One section would be known as "Agricultural Science" and would be designed for the better learner group. The other section would be known as "Agricultural Technology" and would be designed for low achievers or those students who, because of lack of academic ability or lack of interest, do not belong in Agricultural Science. Two entirely different courses of study would be developed for the two groups, each designed truly "to meet the needs and interests of the learners."

Agricultural Science, as the name implies, would concentrate on the science of agriculture. Greater emphasis would be placed on the study of soils, fertilizers, insecticides and other farm chemicals, animal nutrition, and much more attention to the more complex aspects of farm business management. Because of the ability of the students, the teacher could move more rapidly, cover more subject matter, delve more deeply into it, and develop understanding more adequately than is possible in a class ranging from very low to very high learning potential.

They would also study farm mechanics but this would require less time than the prevailing approach in combined classes. One reason is that the group of better students would be able to master the skills and understandings in farm mechanics training more rapidly; hence, the same learnings could be attained in less time. Further, they would not need to study as many skills as students in Agricultural Technology because: (1) they should be able to acquire some of the skills and much of the desired proficiency on their own, compared with slower students who would need more formal instruction, and (2) the better students would be aiming for roles in farming and other agricultural work where they would be less likely to perform the actual skills themselves. They would profit more from study in the selection of machinery and the decision-making aspects of machinery repair and replacement.

Students in Agricultural Technology would also study the science of agriculture but their course of study would concentrate more on agricultural mechanics and other skills. Intellectual work would be correlated with the ability of each individual student. The

nature of the subject matter covered would differ, the level of proficiency set in the objectives would differ, the teaching procedures would differ (more individual instruction, for example), the bases of evaluation would differ and the two courses would differ in other ways.

How would this solution affect the problems facing vocational agriculture that were identified early in this paper? It would soon become known in the school and community that Agricultural Science was no snap course, that it challenged good students, requiring as much of them intellectually as academic courses, while at the same time preparing them for agricultural college, farming, or other agricultural careers. Better students who had avoided vocational agriculture because of its "dumping ground" reputation would then enroll in Agricultural Science. Guidance counselors would no longer steer all good students away from agriculture, but would realize that more capable students who wished should enroll in Agricultural Science whether they planned to attend college, to farm or enter other agricultural occupations. The teacher of agriculture would suffer fewer frustrations than he faces in trying to provide challenging learning experiences for boys of such wide ranges of ability in a single class. The challenge of a class made up of boys who were academically competent would stimulate him as a teacher and professional worker.

What would be the effect on those enrolled in Agricultural Technology? First, let's admit that the course would be known as the one for the low achiever group, or the dumping ground. This is, in itself, not desirable. But, in this respect, it would not differ much from the image of vocational agriculture that now prevails. Would it not be better to have the low achiever group properly identified than to have others who don't belong in the group so identified, too?

It would mean better training for low achievers in programs designed for their needs and abilities. By studying at a level they could understand and at which they could realize achievement, they would enjoy educationally satisfying experiences. Each would leave school with training in agriculture geared to his potential. They would be more likely to develop positive attitudes toward the school, and as a result should become better citizens. They would, of course, know

that they were low achievers *but they know that now.*

In larger schools, it might be possible to have one class of Agricultural Science and one of Agricultural Technology for each of grades 9 through 12. In many, especially smaller schools having one teacher, it might be possible to institute this in two grades only. By combining grades 11 and 12 into one section of Agricultural Science and one of Agricultural Technology, the teacher's number of class periods per day would not increase. In fact, it might prove useful to place Agricultural Science on a one period per day basis and Agricultural Technology on a two per day basis, since the former group could cover material faster, would also spend a larger percentage of time in the classroom and less in the shop than the latter group. In addition, recent experience has shown that many of the better students who want to study agriculture can spare only one period per day for it if they expect to complete courses that they will need to enter college. For many of them, it has become one period of agriculture per day or none.

#### Supervised Farming and FFA

Would both Agricultural Science and Agricultural Technology be truly vocational? Yes! Both would be vocationally oriented. Students in both would conduct supervised practice

programs and enjoy other educational experiences afforded boys in all good vocational agriculture programs.

They would be members of the same FFA chapter. While it might be necessary to set up a few safeguards to avoid discrimination against boys in Agricultural Technology, this should not be a major problem, particularly if the two groups had been combined in grades 9 and 10.

#### Is It Legal?

Administrators will ask whether this approach would be in violation of the Federal Vocational Acts. There is no reason to suspect that it would encounter any legal difficulty. There is nothing in it that conflicts with the Acts nor with Policy Bulletin #1, which interprets the Acts. The terms Agricultural Science and Agricultural Technology depart from that specified in the Acts—i.e., vocational education in agriculture (the term vocational agriculture, which has long enjoyed dominant currency, is not found in the wording of the Smith-Hughes Act). Close reading of the Federal Vocational Acts suggests that the farmers of the Smith-Hughes and subsequent acts were more interested in providing the kind of training needed than in deifying a given nomenclature.

While the terms Agricultural Science and Agricultural Technology have been used in this paper, there is

no suggestion that official records should be so labeled. They might show "Vocational Agriculture-Science" and "Vocational Agriculture-Technology," and workers in the profession might refer to them thusly. It is likely that students, faculty and the community would soon refer to the two as "Ag Science" and "Ag Tech" if past experience is a basis for prediction. Most professionals refer to the present course as "Vocational Agriculture," but in common parlance around the high school, it is referred to as "Ag."

Why the terms Agricultural Science and Agricultural Technology? The primary reason is that the term "vocational" currently enjoys a poor reputation, the image repels students. A vocational education director said recently that if he establishes a course in a school in his area and calls it "vocational," it goes wanting for students; the same course labeled "science" or "tech" will be besieged with students. This is a reflection of student and parent attitudes and it is unrealistic to pretend that they do not exist in some communities.

If a change in nomenclature, consistent with the content and orientation of the courses, will serve a useful purpose, let us not quibble over words. Let us be more concerned with whether the change will accomplish desired educational goals. □



## Team Teaching in Vocational Agriculture

HOWARD W. DEEMS, Teacher Education, University of Nebraska, Lincoln

An old philosopher sitting in his garden during the twilight hour of the evening called his young grandson to bring him an apple from yon tree. The grandfather, after getting the fruit, held it in his hand and asked, "Sonny, what do you see?" "A big, red apple," was the reply. Then the old philosopher took a long-bladed knife from his pocket, cut the apple in half and took from the core a seed. He cut the seed, putting one part on the point of his knife. "Sonny," he called, "what do you see?" The little fellow looked and finally admitted he could see nothing. Then

the old philosopher leaned back and said, "My son, where you see nothing, there dwells a mighty tree."

Perhaps we in vocational education have been like the child with team teaching. It has been used for years, yet we did not realize that this procedure may become a benchmark in the progress of educational methods.

Team teaching is a group of several teachers who plan and work together in developing and conducting an educational program for a group of students. The essential ingredients of such a proposal includes cooperation in planning and presenting the work

and the assignment of specific teaching responsibilities.

Recently considerable publicity has been given this procedure at the elementary and junior high school level. Here, a typical situation consists of several teachers sharing a large room and working with a group of 75 or more students. One teacher may be a specialist in agricultural science, another a specialist in mathematics, a third, an instructor in general science. While each specialist takes the leadership in planning and teaching in his area of special competence,



The vocational agriculture teacher and the local farm tractor mechanic form the teaching team in this adult class on tractor maintenance.



The Vocational Agriculture teacher and the Soil Conservation Specialist work together as a team on the unit, "Soil and Water Management."

all three are involved in the total instructional program.

At other grade levels and in different circumstances the arrangement might be somewhat different.

The term "team teaching" is today used rather broadly. Several patterns of organization are in use. Other arrangements similar to team teaching are labeled co-operating teaching, multiple teacher classes or the teacher specialist approach. It is quite possible that several varieties of team teaching are feasible. The advantages and disadvantages of each plan may be dependent upon the grade level, the subject, the school or the teachers available.

As suggested vo-ag departments have always encouraged team teaching. They have made wide use of resource people and specialists. The exchange of classes with vocational homemaking, science, and other teachers has been common. Multiple teacher departments are numerous. However, agricultural educators have been slow in recognizing the real importance of this procedure and have failed in perfecting and publicizing the idea.

It is common knowledge that American agriculture is in the midst of a great technological revolution. It is impossible for regular vo-ag teachers to keep informed and up to date in all phases of this rapidly changing industry. National and state leaders in vocational education are searching for ways and means of keeping teachers informed. Workshops, in-service conferences, short courses, news releases, and other procedures, have all been tried. They help, but do not entirely meet this need of keeping teachers up to date.

ent educational approach must be tried. It is quite possible that the use of team teaching will provide the modernization of instruction needed in the field of agriculture today.

The first, and perhaps the most important step in team teaching in agriculture, is securing a well balanced, qualified group of instructors. This is and may always be a difficult problem. However, in an agricultural state, where specialization and part-time farming are both increasing, the task may not be difficult.

This past winter I have talked with many farmers in various parts of the state regarding their specialized ability and about their willingness to share their information with high school and adult students.

One young lad with whom I talked was a graduate of the College of Agriculture with a major in vocational education. He taught veterans for a few years while getting established in farming. I asked him if he considered himself to be a specialist in any one field. His answer was "Yes, irrigation." He then explained that he had attended many regional, state and district meetings on irrigation and had tried to keep up to date by reading. He expressed an interest and a desire to assist the local vo-ag teacher in an instructional program.

Another farmer was a breeder of purebred Herefords, a national leader in production testing, and an expert showman.

Others included producers of certified grass seed, breeders of disease-free pigs, leaders in soil and moisture conservation, officers in Co-ops and good general farmers.

I am confident that within a radius of ten miles of any vo-ag department

It appears that to cope more adequately with the vast growth of knowledge in agriculture, a differ-

in Nebraska there are several farmers, specialists in some type of livestock or crop production, willing to act as a member of a teaching team. It is readily admitted that a group of this type would require skillful leadership and careful guidance. Some type of training program would be necessary during the trial period of teaching. It is quite possible that it would take several years to assemble a group that could work together as a team.

Some vo-ag teachers have used certain key farmers for resource people in adult classes for many years. This may serve as a starting point. It is quite possible that a school might desire to assemble a small team of three or four on a trial basis for one semester. Some other school might have a former vo-ag teacher, or a college of agriculture graduate whom they feel sure would be a fine addition to the staff. This person might be hired for ten days of teaching each semester.

To explain how this team of teachers might organize and work together, let us assume that through one year of experimentation, three farmers had been selected as part-time vo-ag teachers to assist the regular instructor. Teacher "A" is a college of agriculture graduate, a grower of certified seed and a leading soil conservationist. Teacher "B" is a livestockman. He has a small herd of purebred Angus and produces disease-free pigs. Teacher "C" is an elderly man and has a small fruit farm. He is a specialist in landscaping.

During the summer this group working together planned for the year's instruction in agriculture.

Through surveys and the vo-ag teacher's knowledge of the community it appeared that adult classes needed and wanted in the community included: one in swine production, one in farm forestry, one in landscaping (men and women) and one in crop production. The day group in-

cludes classes in beginning agriculture for 10th graders, crop production and farm machinery for 11th graders and animal production and farm power for 12th graders.

After several meetings in late July and early August specific teaching responsibilities were assigned as follows:

Teacher "A"—adult class in crop production (10-12 meetings), two sessions in the adult class on farm forestry, one class in the adult group working in landscaping, at least four sessions on crop certification with Ag. II high school class and other assignments found desirable.

It was also recommended that teacher "A's" contract with the school would call for 100 hours of work at a salary of \$350.

"B's" assignments included teaching the adult class in swine production and assisting with ten class sessions at the high school. His contract with the school was similar to "A's."

"C" was hired for three hours per week for the entire 36 weeks. During this time he was to conduct the adult class in landscaping, take care of group instruction as a result of this class, assist with certain units in vo-ag and appear as guest instructor

in Botany I as needed. His contract with the school was for \$500.

It is realized that a plan as outlined in the assumed situation contains certain elements of danger. It may appear to some as de-emphasizing teaching methods. To others it will present an obstacle to the development of two and three men departments. It is also possible that the local vo-ag teacher will find himself training teachers rather than teaching farmers and future farmers. Other hazards could perhaps be listed.

However, on the positive side of the proposal are many salient features. It is, in the opinion of most people, impossible to keep up to date today, in all areas of agriculture. Farmers and future farmers want the best possible new information available. They have little interest in second best or last year's advice. The addition of two or three agricultural specialists of the community to a teaching staff should increase the quality of information presented several hundred percent.

The average vo-ag teacher is to some degree a specialist by training, in classroom teaching, program planning and in the development of individuals. However, he must spend so much time in reviewing literature in agriculture and attending workshops

where late agricultural information is presented that he has little time to really practice his profession or to improve upon his limited ability.

It is agreed that to head a teaching team would require several years of teaching and considerable advanced study.

The certification of farmer-teachers might be a problem in some states. This could perhaps be handled similar to teachers in the vet-ag program.

A real vo-ag teaching team must include, in addition to farmers, other teachers in the school system. The commercial teacher should assist with units on accounting and business law, and the chemistry instructor might be able to provide valuable information and teaching assistance in several areas of work. Homemaking and industrial arts teachers have in the past provided many helpful suggestions.

In one short article it is impossible to discuss all of the ramifications of team teaching as it might apply to agriculture. Some may say the organization suggested is not team teaching, merely a distribution of the teaching load. This is not of great importance. The real purpose of this article is to call attention to the potential sources of agricultural and related information available in most communities today. □

## Counseling With Individual Students and Their Parents

R. C. MC CLURE, Graduate Student, University of Missouri

It is a common saying, "If you want a job done, give it to a busy person." What person is busier than the good vocational agriculture instructor? Especially is this true as he prepares to start a new year—with many things planned, and many partially completed projects from last year.

With prospective enrollees being invited in to special meetings, and brief explanations being given about the operations of the vocational agriculture department, the instructor has an opportunity to meet new boys and their parents, though briefly.

Whatever contacts the boy has with the school, none will be as vital to him as the time the Instructor sits down with the boy and his parents

and helps him to make plans for the future.

If the boy is a "gifted" child, then he can join the "bandwagon" program of the gifted. If he is in a "not too advanced group," his program may be outlined with the remedial group. But what if he is an average normal farm boy? In all probability his I. Q. will be slightly over 100. He will have a broad background about nature's wonders; will have to make adjustments to a new environment; will be becoming more independent of his home life; and will be looking more and more to someone for help and advice. He will need help in making wise decisions with the long range view of his future.

This boy is an individual, in so

many ways like the other forty-nine in your classes, yet so very different in that he has problems all his own.

What can you do to help this boy? In your "counseling" with him, you can help him to understand that the thing he needs most in today's world is a good education—as only about 30% of the young workers have as much as a high school education. You will want him to understand that of nine major industries, only one—agriculture—will show a decrease in growth in terms of percentages of people employed. The other eight will show an increase during the next 10 years. He must understand too that farming is a business that requires a great deal of knowledge and skill to operate efficiently; that farm jobs re-

quire special skills and training. He must be aware too that the boy who stays on the good farm—while he will be in a minority group—will none-the-less be a “kingpin” in tomorrow’s agriculture. Will he understand too that technical knowledge must be supplemented with good leadership training?

These are some issues that each vocational agriculture student must face as he begins his high school career and makes plans for his future. Other teachers will help and inspire this boy, but you have the enviable position of knowing his background, understanding his parents, and knowing their economic status, and most important, you will know his ambitions and desires.

Builders are aware that triangular

construction joints are strong and rigid, that they fail only when a side breaks, or a joint gives way. You (vo-ag instructor), the boy (student) and his parents (home) can form a strong triangular bond which will be vital in his successful development.

At 14-15 years of age, your student may be insecure and unrealistic in his thinking and planning about his future. Perhaps his first choice of an occupation may be beyond his range of abilities. What are his real interests, and what is the limit of his abilities? This question can be answered with confidence if someone will help him discover his real interests, and measure his ability with some systematic way of measuring and testing. Perhaps your school has

provisions for determining pupil interests, and measuring abilities. If so, you and your school counselor can work together to make his adjustment to career and curriculum planning meaningful. You can help him avoid many disappointments in getting an education and planning his career.

Basically, “advising” a student is an interpersonal relationship that requires keen personal interest, broad understanding, and a knowledge of occupational trends. You as a vocational agriculture instructor must be keen to recognize those things that will challenge boys to greater achievements and opportunities. Yes, it is a challenge you must face, because the future of your students is in your hands. □



## Beginners Need Help

JAMES T. HORNER, Teacher Education, University of Nebraska, Lincoln

Teacher educators in many states provide follow-up assistance for recent graduates who are teaching vocational agriculture. A recent study conducted in Nebraska pointed out a need for improved assistance in the professional areas of program planning to meet local needs, working with advisory groups and lay people, selection of textbooks and equipment, use of effective teaching techniques, organization and use of materials and facilities, and conducting out-of-school programs. Conferences and workshops conducted specifically for first-year teachers received greatest support as types of in-service activities for contributing to the solution of problems faced by new teachers of agriculture.

An important part of the in-service program is a visit to each first-year teacher in the local school. In Nebraska visits are usually made during the early months of the school year. During the visit the teacher educator holds a conference with the teacher and encourages him to discuss his problems. Sometimes the conference is with the teacher only; at other times it may be a three-way conference of the teacher educator, the teacher, and the local administrator.

Visits have been beneficial not only to the teacher but to the college staff as well. The teacher educator learns the real problems of graduates. He learns of changing conditions and demands, types of facilities in use, and personal, living, and administrative situations available to teachers. He is also able to develop relationships with administrators and gain a better understanding of what is expected of beginning instructors of vocational agriculture. An insight by teacher educators into current problems enables them to improve the preservice preparation of teachers.

It was the purpose of the study to determine ways to improve the follow-up assistance from the standpoint of efficiency of the college staff and of beginning teachers. The specific objectives of the study were to: (1) identify professional categories in which instructors of vocational agriculture need assistance, (2) ascertain the kinds of assistance for which they feel a need, and (3) gain some insight into ways of improving the follow-up assistance to first-year teachers.

### Procedure

A questionnaire was mailed to and returned from 19 first-year instructors

of vocational agriculture in Nebraska high schools. The questionnaire was designed to secure data concerning instructional loads, teachers' preferences regarding follow-up visits from college staff members, teachers' problems, and kinds of assistance desired.

Professional activities were grouped into the following categories: (1) program planning, (2) class management, (3) evaluation of students' progress, (4) department management, (5) extra-class activities, (6) out-of-school program, (7) personal relationships and professional growth. The teachers were asked to indicate on a check list the extent of their need for assistance in each activity.

The teachers were asked to rank several kinds of in-service assistance as to their value in contributing to the solution of their problems, for example:

1. Personal conference in my school
2. Three-way conference with superintendent in my school
3. Individual conference with college staff on the campus
4. Workshop or group-conference for first-year teachers
5. College course for first-year teachers
6. Regular graduate course

7. Printed matter: literature, newsletters.

Relative or degree types of responses were assigned numerical values for the purpose of assigning an index value.

#### Findings

*Instructional load of teachers.* Although half of the programs had enrollments of 25 or less, about 85 percent of the new instructors were teaching only vocational agriculture courses, while the remaining 15 percent taught subjects in addition to agriculture, or they supervised a study hall. Approximately three-fourths of these teachers were teaching adult classes. Future Farmers of America was included as a part of the load in all of the vo-ag programs. Fifty-three percent of the instructors were class sponsors.

*The follow-up visit.* According to the responses as reported in Table 1, the most desirable month for visits from college staff members was October. Also, September and November were rated high. These, incidentally, were the months in which the visits had been made in the past. It should be noted that every month was mentioned, and that, although it has not been customary for college staff members to make follow-up visits during the summer, July and August were rated about midway on the scale. It is apparent that the teachers desire follow-up visits soon after they are employed.

A majority of the teachers felt that the college staff member who had visited them during their student teaching would provide the most assistance on a follow-up visit. It has not been a general practice for the high school supervising teacher under whom they had done their student teaching to visit first-year teachers; however, the respondents indicated a feeling that the supervising teacher could provide assistance. College advisers, department head and other staff members ranked somewhat lower on the value scale.

The teachers felt that visits should be either a full day or one-half day in length, depending upon the teachers' schedules. At least two visits were desired by about 90 percent of the instructors—"the number should be according to the individual teacher's needs."

*Assistance needed.* Data indicated that the professional activities with which vocational agriculture teachers needed the most assistance pertained

TABLE 1  
Most Desirable Months for Visits from College Staff as Expressed by  
Instructors of Vocational Agriculture

Month	Weighted value
October	0.25
September	.18
November	.18
December	.13
January	.09
August	.08
July	.07
February	.05
March	.04
June	.03
May	.02
April	.01

TABLE 2  
Top Twelve Activities Ranked According to the Seriousness of  
Need for Assistance

Activity	Weighted value
Planning instruction program on actual local needs	.35
Challenging the ability of all students—superior and slower learners	.34
Obtaining help from parents and advisory groups in program planning	.31
Guiding students toward constructive self-analysis	.30
Selecting new textbooks and equipment	.28
Helping students plan, conduct and evaluate supervised farm experience	.28
Arousing and maintaining student interest in subject matter	.27
Developing students' interest in the supervised farming program	.27
Developing specific goals and plans—long-time, annual and immediate—based on needs of those participating in out-of-school courses	.26
Involving students in planning objectives and units	.26
Using evidence other than tests to measure students' progress	.26
Stimulating interest in out-of-school courses	.26

Note: The index for the top twelve problems ranged from .35 to .26. The larger value represents the most serious need for assistance.

to program planning to meet actual local needs. Working effectively with local people, youth and adults, in developing challenging programs emerged as a closely related area of need among beginning teachers. According to the responses of the teachers challenging the ability of all students and guiding them toward constructive efforts, including supervised farm experience, ranked high as to the degree of seriousness. Effective means of evaluating student progress was also an area of indicated need. Planning for and selection of

references and equipment, and stimulating interest in and planning out-of-school programs were identified among the most serious problems by the young teachers. Although the need for assistance in making most effective use of the F.F.A. was not considered critical by beginning teachers, it was mentioned frequently.

Table 2 shows the top twelve activities ranked according to the seriousness of need for assistance.

*Rating of in-service activities.* In-service activities are ranked in Table 3 according to weighted values as ex-

TABLE 3  
Rating of In-Service Activities

Activity	Weighted value
Three-way conference with the superintendent in my school .....	2.14
Personal conference in my school .....	2.13
Workshop or conference for first-year teachers .....	1.45
Regular graduate course .....	.94
Individual conference with college staff on campus .....	.79
Printed matter: literature, newsletters .....	.62
College course for first-year teachers .....	.59

Note: First, second, and third choice responses by teachers were assigned values of 3, 2, and 1, respectively, to arrive at weighted values as shown in the table. The most valuable activity received a weighted value of 2.14.

pressed by beginning teachers. It is apparent by this expression that first-year teachers are desirous of follow-up assistance of a personal, on the spot, nature. They considered personal conferences with the college staff member and/or three-way conferences, including the local school administrator, of most value. The next most desired type of in-service activity was workshops or conferences conducted specifically for first-year teachers.

#### Implications

Findings of this study have implications for vocational agriculture teacher-educators regarding both the preservice and in-service program.

*In-Service program.* The teacher-educator who visited a student during his student teaching should also visit him during his first year of teaching. Follow-up visits should be made during the months of September, Octo-

ber, and November, as well as during the summer. College staff members should make more than one visit. They should spend at least a half-day and in many cases a full day in each school where there is a first-year teacher. The staff member should plan to have a personal conference with each teacher during the visits. The local administrator should often be included in a conference.

Agricultural education staff members should conduct more workshops and conferences to assist first-year teachers in solving their problems. Consideration should be given to the more serious problems identified by teachers. These would include workshops in the development of local programs involving young and adult students, effective use of lay advisory groups, selection and utilization of facilities and materials, effective teaching techniques and conducting out-of-school programs. These should

be designed for first-year teachers and should include all new teachers.

*Preservice program.* The preservice courses for agricultural education majors need to be evaluated in terms of the problems indicated in this study. For example, teacher-educators need to determine how more adequate training can be provided in examining and evaluating reference materials and in studying the actual facilities and equipment needed in local schools. Staff should see that student teachers experience desirable department management techniques.

More effort should be exerted to help future teachers understand how to conduct the supervised farm experience program and advise an FFA chapter. Staff members should see that the students have sufficient experience with the supervised farm experience program during student teaching. More experience is needed in analyzing actual local needs and working with students and lay people in planning the instructional program and in evaluating students' progress. Future teachers should be given effective training in working with individual differences so that the abilities of all their students can be challenged. Experiences should be provided in guiding students toward self-analysis and appreciation of the need for knowledge and sound, supervised farm activities. Preservice courses should also be evaluated in terms of their effectiveness for providing experiences for student teachers in the use of various teaching aids and techniques; selection, organization and use of facilities and materials; and in conducting out-of-school programs. □

## Beginning Teachers Need Help

GILBERT S. GUILER, Teacher Education, Ohio State University, Columbus

#### Study Shows Variation Among States

If you were a brick layer today, it would have required one to three years of apprentice work to prepare you for the vocation. If you were a doctor, it would have required approximately seven years of training and one full year of internship beside experienced men in the same profession. Yet, we in vocational agriculture seem to believe that those who are

preparing themselves to influence the behavior of high school boys, young farmers and adults are capable to teach school at the end of four years of college.

Many would agree that a full year of apprenticeship teaching in vocational agriculture would be worth the time, cost and effort, but since this appears to be unlikely at the present, what is being done to successfully inaugurate the beginning

teacher of vocational agriculture?

In spite of all the limitations in our programs for beginning teachers they are immeasurably better prepared than those during the past generation who started teaching with little or no specialized training. Yet, we must not forget we are training teachers for 1961 and not 1691.

A recent study by the writer shows that 8.2% of all teachers of vocational agriculture or a total of 759 teachers

in 47 states were beginners.

The following table indicates a fairly uniform turn-over of teachers exists in all regions. However, the range was found to be from 6.2 per cent in the Southern region to 10.9 in the Pacific region.

#### *Need for Improvement*

The practices being followed throughout the nation in helping the beginning teacher of vocational agriculture vary considerably among the states. Through realization of the potential leadership qualities that are available from both the teacher training and supervisory staffs of vocational agriculture in most states, a change in efforts is suggested by some respondents.

#### *Effect Upon Vocational Agriculture*

Fortunately, the knowledge, maturity and competence of some beginners cause them to succeed while, unfortunately, others merely keep their heads above the water or practically fail in spite of their previous training the first year. The latter group probably could be a credit to the program of vocational agriculture providing they had adequate in-service training. The feeling of success and confidence experienced during the first year of teaching may have considerable effect upon their tenure as a teacher, the effectiveness of their teaching, the reputation of vocational agriculture in the community, and the new practices carried out on the farms. In other words, what happens in one vocational agriculture department, affects in a small way the entire profession. Thus, the teacher has a responsibility not only to the public which employs him, but to his profession, his fellow teachers and those who follow him. So, why should we permit him to do only an average job?

A study of the in-service education practices being followed with the beginning teachers shows that in 25 states the beginning teachers were receiving help through some type of formal or organized in-service training program ranging from 12 to 36 months, while in the remaining states no specific length of time was reported.

Generally, more anxiety and frustration prevails during the first year of teaching and success seems most important to every beginning teacher. Yet, with only four years of college work the apparent practice among approximately 50 per cent of the states

Table I. Number of Beginning Teachers of Vocational Agriculture by Regions in 1961.

Region	Number of beginning Teachers	Number of other vocational agriculture teachers	Per cent of total number as beginners
Southern Region	253	4089	6.2%
Central Region	337	3260	10.3%
North Atlantic Region	76	1030	7.4%
Pacific Region	93	853	10.9%

Table II. Time Beginning Teachers Participate in the In-Service Training Program

Region	Months of in-service training			
	None	12	24	36
North Atlantic region	5	6	0	1
Pacific region	9	2	1	0
Southern region	7	4	2	0
Central region	4	9	0	0

Table III. Graduate Credit Hours Allowed Beginning Teachers of Vocational Agriculture Through In-Service Training Programs

Region	Quarter hours of college credit earned			
	None	Two	Three	Five
North Atlantic region	11	—	1	—
Pacific region	12	—	—	—
Southern region	11	1	—	1
Central region	7	3	3	—

is to let him "sink or swim" with little specialized guidance or help from the teacher training and supervisory staffs.

#### *Limitations*

The question "what limitations do you see in the present in-service training program for beginning teachers" received 42 responses. Most frequently mentioned in order was the lack of adequate time and personnel, distance to travel between schools, need for additional visits and small group meetings with beginners, and conflicts in scheduling with a small number of teachers. For example, one respondent stated, "It is difficult for me to visit night classes of beginning teachers because of travel limitations and other teaching responsibilities."

#### *Suggestion for Improvement*

An array of excellent suggestions for improvements to the beginning teacher program was given by the 47 respondents to this study. Sixty-three

per cent indicated that we need to develop and inaugurate a more complete program of in-service training for the beginning teachers. More individual visits are needed by staff personnel, more emphasis on small group meetings, more courses or workshops for beginning teachers, and a more formal organized program with graduate credit should be offered the beginning teachers were the common suggestions.

#### *Credit Allowed*

It was found that in nine states graduate credit was granted for the extra work done in the in-service training program for beginning teachers. The range was from one to three hours. Some states reported that an informal approach toward helping the beginning teacher has been the practice. In this case no planned program is available for the beginner to follow even though he may be visited oc-



asionally by staff members or experienced teachers.

### *Some Implications for a Program*

The responses to this study indicate that an organized in-service training program for beginning teachers is most desirable. The more nearly the in-service training program for beginners can be formalized in a detailed plan at the vocational agriculture teacher's level, the more respected, efficient, and operative will that local program of vocational agriculture become. While not directly a result of this study, it appears that the staff members responsible to the beginners become the key to inspiring the beginners in making the effort necessary to become good teachers.

A formalized program necessitates an allocation of staff time for the conferences with school administrators, individual teachers, and for the individual teacher visits and small group instruction throughout the year. An example of such a program could include the following four dimensions:

1. Two or more state-wide meetings involving all beginning teachers of vocational agriculture, selected staff members and an experienced teacher during July and August for two days to help each teacher plan a complete curriculum of study for his first year.

A well-planned program is essential for any teaching to be successful. The writer's experience and observation has been that the beginner needs help with the problem of what to teach, when to teach it and how long to spend on it. Again, he needs help in following through with his plans, anticipating problems in the classroom and school, and community to evaluate what has been done before the end of his first year. He needs to be aware of the importance of school policies adopted before his arrival on the scene. The teaching-learning situation should be improved through exploration of school and community resources along with acceptable methods of teaching.

2. Four small group meetings (involving six to ten teachers located in same geographical area) during September, November, February, and April to share common experiences and help the beginner to plan for problems which he will encounter.

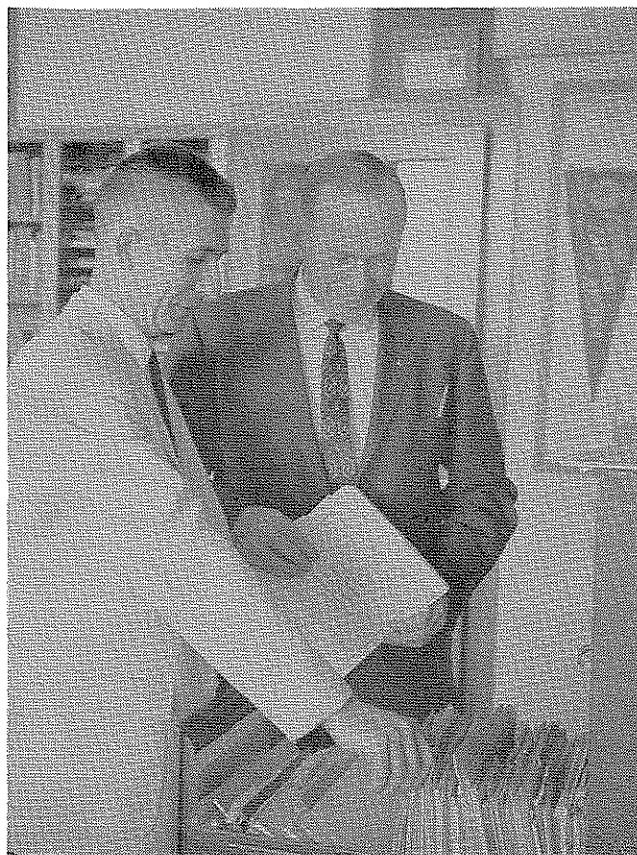
Such a series of planned meetings should enable him to develop a more

meaningful long range program for the local community. In most cases he needs to be more proficient in the utilization of techniques of selecting, planning, conducting and evaluating students' farming programs in addition to the young and adult farmer programs.

3. Individual school visitation and special assignments—During the three to four visits throughout the year planning, organizing and maintaining physical facilities can be affected by the help from the staff member. The area of public relations which brings recognition to the school could

well be promoted with a few suggestions throughout the year. In addition he makes intensive study of his local community and county resources, production practices as a better guide in developing a total program. For this additional concentration of effort the beginner may receive extra hours of graduate credit.

4. Evaluation—The entire program needs to be evaluated by those who participate. Evidence for the evaluation should be collected by several means and utilize individual and group techniques. First, a series of subjective evaluations of the teachers and program should be made by the teacher trainers assigned to that particular school, supervisors of the district and school administrators. Second, an evaluative instrument including several "open ended" questions should be given the beginning teacher to express his own feeling as to the amount of help received and make suggestions for improvement. Third, an effort at evaluation of the program structured for



During the individual school visits, beginning teachers welcome suggestions concerning physical facilities. In the above picture, the use of "Agdex" system of filing was recommended.

beginning teachers could then be based upon the comparison of the school administrator's rating sheet concerning all major areas of the program. This evaluation might be made at the mid-year point and then again at the end of the teacher's first year of experience. □

## **Guidance Activities . . .**

(Continued from page 222)

school program. Having the opportunity to travel extensively in the home community and outlying communities of his school district, he probably has more knowledge of the people in the communities, their customs, backgrounds, etc. than any other teacher in the system. It, therefore, becomes his duty to contribute this knowledge to the guidance counselor in order that she may have all the necessary and helpful information in order to do a better job of helping the student solve such problems as careers, course of studies, personal problems, and many other problems of every day living. □



# Guiding Principles for State Supervision of Vocational Education in Agriculture<sup>1</sup>

ROBERT E. TAYLOR, Consultant, State Supervision and Administration, Department of Agricultural Education, Ohio State University, Columbus

State supervisors of vocational education "are responsible for the promotion, maintenance, and improvement of instruction in a given vocational field." This is the broad mandate given state supervisors in Bulletin No. 1, *The Administration of Vocational Education*. While this definition provides general guidance for supervisory efforts, a number of leaders in the field have believed that additional direction and clarity were needed.

Agricultural educators, in recent years, have given increased attention to developing and refining the basic principles underlying their profession. The evolvement of these "guiding principles" has been based on the premise that our professional area is sufficiently mature and sophisticated to enable general agreement to be reached on the basic principles which guide our actions. Furthermore, it recognizes that principles perform an important function in guiding and directing professional effort. There is common acceptance of the values of guiding principles for, as one authority notes,

Principles serve to guide effort. They provide a sense of direction and serve as the boundaries which keep efforts and energies confined to relevant issues and activities. In effect, a set of principles constitutes the platform which serves as the basis for determining appropriate action.<sup>2</sup>

Incident to the writer's study, *An In-Service Education Program for State Supervisors of Vocational Education in Agriculture*, there was developed a comprehensive set of guiding principles for state supervision in vocational agriculture. These principles were formulated with the assistance of a jury of twenty experts in super-

vision. Represented on the jury were state supervisors of vocational agriculture, state directors of vocational education, teacher trainers with supervisory experience, personnel from the Agricultural Education Branch of the U. S. Office of Education, and general education supervisors and administrators.

The following principles were entitled "Guiding Principles" since they were intended to provide guidance in what supervision should accomplish and how it should be attained.

1. Supervision in vocational agriculture should provide leadership in appraising the needs for vocational agriculture.

2. Supervision in vocational agriculture should provide leadership in educational planning and involve in the planning process representatives of groups interested in the vocational agriculture program.

3. Supervision in vocational agriculture should aid in coordinating the efforts of agencies, groups, and organizations interested in improving vocational education in agriculture.

4. Supervision in vocational agriculture should stimulate local initiative and responsibility and coordinate the various elements into a unified state program.

5. Supervisory procedures and techniques in vocational agriculture should exemplify democratic processes and contribute to a climate which stimulates creativity and professional growth.

6. Supervision in vocational agriculture should recognize the dynamics of human relationships by determining supervisory procedures and techniques based on the needs of each situation.

7. Supervision in vocational agriculture should facilitate communication among all parties participating in the vocational agriculture program.

8. Supervision in vocational agriculture should contribute to the improvement of instruction.

9. Supervision in vocational agri-

culture should harmonize with modern educational theory and practice.

10. Supervision in vocational agriculture should operate within a framework of functional written policies and procedures and develop cooperatively policies and procedures for systematic and efficient administration and supervision.

11. Supervision in vocational agriculture should assure that vocational agriculture programs are consistent with the legal provisions of the state plan for vocational agriculture.

12. Supervision in vocational agriculture should cooperatively develop a program of public relations which adequately interprets to the public the purposes, procedures, and accomplishments of the complete vocational agriculture program.

13. Supervision in vocational agriculture should promote, conduct, and utilize educational research.

14. Supervision in vocational agriculture should encourage and assist in the evaluation of local vocational agriculture programs.

15. Supervision in vocational agriculture should provide for evaluation of the supervisory program.

16. Supervision in vocational agriculture should make a contribution to the improvement of the educational profession.

The foregoing principles should have additional implications for supervision in vocational agriculture beyond those of general guidance and direction of supervisory effort. Since they outline the what and how of supervision, they also should be helpful in developing staff goals and procedures for carrying out the supervisory program. They should have implications for evaluation of supervisory effort and should provide some assistance in formulating supervisory policies.

It is recognized that the guiding principles are philosophical and idealistic; however, they are based on research findings and are consistent with the best practices identified by au-

<sup>1</sup>This is the first of three articles based on the writer's dissertation, *An In-Service Education Program for State Supervisors of Vocational Education in Agriculture*, Ohio State University Library, Columbus, Ohio.

<sup>2</sup>Hanne J. Hicks, *Educational Supervision in Principle and Practice* (New York: The Ronald Press Company, 1960), p. 26.

thorities in the field. Furthermore, the rationale for their development was that they should provide a projection toward improved supervisory programs beyond our present status. It also was

recognized that the principles should be broad enough to be adaptable to the various supervisory settings existing throughout the nation. It is hoped that supervisors will utilize these prin-

ciples and modify them as state needs dictate. After this additional trial "under fire," an even stronger, more valid, working philosophy for state supervision may evolve. □



## Factors Influencing Occupational Choices of Farm-Reared Male Graduates of Newton High School

MELVIN F. NEWTON,\* Boys' Counselor, Junior High School, Newton, Iowa

Is vocational agriculture meeting the needs of students in our rapidly changing world, or are there some fundamental shifts in emphasis necessary? Any worthwhile program needs to be observed critically if it is to keep pace with a dynamic society.

One way of determining if a program is meeting the occupational needs of the students is to determine what factors influenced former students' occupational choices. Such a study of farm reared male graduates has recently been completed at Newton, Iowa.

The study included 194 farm reared graduates from the classes of 1940 to 1955 inclusive. Of these 194 graduates 74.23 per cent had enrolled in vocational agriculture, with 74.31 per cent of these enrollees completing five or more semesters of study.

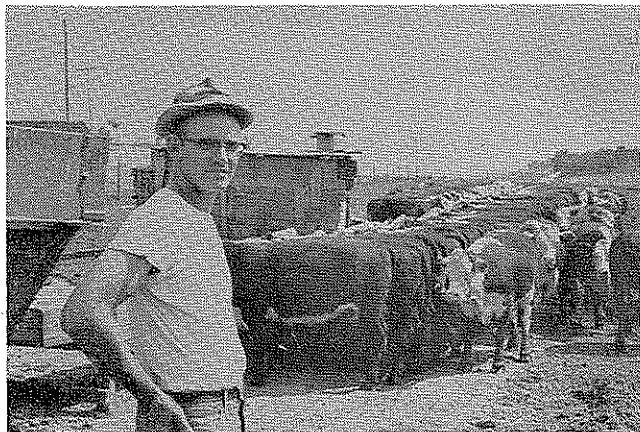
The most highly significant factor in the graduate's choice of occupation was the study of vocational agricul-

ture, with more choosing farming and farm related occupations than would be expected statistically. Of the graduates who had five or more semesters of vocational agriculture, 48 per cent were engaged in farming. Twenty per cent of these graduates were in farm related occupations, while 32 per cent chose occupations not related to farming.

This finding points up the necessity of including as a part of the vocational agriculture program some provision for preparing students for agriculturally related occupations. Many teachers are doing a good job in this area. However, at the state level in most states and at the national level little has been done.

When you, as a person who is interested in vocational agriculture, are asked to guide a student in his choice of a high school curriculum, upon what do you base your counsel? Uppermost in importance are the needs and interests of the individual student. Such needs and interests many times can be determined by an observation of the student's home.

\*Mr. Newton until this year was a member of a two-man staff in vocational agriculture in Newton High School.



Larry Lust, a 1956 Regional Star Farmer of America, is pictured with some of the more than 200 head of cattle he finishes each year. Larry, who farms 400 acres, had 300 acres of corn and marketed 800 head of hogs in 1961. Like Larry, 48 per cent of the vocational agriculture graduates at Newton entered farming.



Carrol Edge represents the 20 per cent of Newton, vocational agriculture graduates who chose an agriculturally related occupation. Carrol is pictured examining some of the blue cheese manufactured by Maytag Dairy Farms, Newton, Iowa. The blue cheese Carrol helps to manufacture is shipped to all parts of the United States.

Five observations were made from the findings of this study concerning the influence of the home characteristics of the graduates on the selection of an occupation. They were: (1) graduates from larger farms tended to enter agricultural and kindred occupations to a greater extent than did graduates from smaller farms; (2) graduates whose parents were farm owners tended to enter professional and managerial occupations to a greater extent than did graduates whose parents were renters; (3) graduates whose fathers ranged in age from 45 to 64 years of age tended to enter farming to a greater extent than did those whose fathers were either younger or older; (4) graduates with the most brothers and sisters tended to enter farming to a lesser extent than did graduates with fewer; and (5) graduates reporting mothers with higher educational achievement tended to enter occupations other than farming.

When the classification of the graduates' present employment was compared to the number of semesters of mathematics and of science com-

pleted in high school and to their high school activity scores, only small differences were observed. However, higher percentages of those with five to eight semesters of mathematics or of science, or with high participation in high school activities chose professional and managerial occupations.

In studying high school characteristics, the following conclusions were drawn: (1) higher ability graduates, as measured by class rank and I. Q., tended to choose occupations not related to farming; (2) graduates supervising workers in their present occupations tended to have participated to a greater extent in high school activities; (3) graduates who had not been enrolled in vocational agriculture in high school tended to rank higher in their graduating classes and to report more college attendance than did those who had been enrolled; (4) graduates reporting vocational agriculture training as valuable in their present occupations tended to be those who had completed five or more semesters of vocational agriculture; and (5) graduates who reported a knowledge of farming as essential in their present jobs tended

to value their vocational agriculture training to the highest degree.

Of the 194 graduates studied, 38.66 per cent reported college attendance, and 23.20 per cent reported the completion of four years or more. Those with two years or more of college education tended to choose occupations not related to farming.

Military service was reported by 65.46 per cent of the respondents but was found to have no significant relationship to the graduates' choices of farm-related or nonfarm-related occupations.

If vocational agriculture is to fulfill a significant role in the education of farm boys, more attention must be given to the students' needs. These needs can be discovered by careful study of the use boys make of their vocational agriculture training, and by a study of factors which influence farm-reared boys in their choices of occupations. The results of such studies can be used by teachers and administrators in planning high school programs which will produce graduates who are prepared to accept the challenge of our ever changing society. □

## Class Participation An Important Factor

### In Young and Adult Farmer Programs

GLENN SMITH, Vo-Ag Instructor, Wahama High School, Mason, West Virginia

"Nothing succeeds like success." The worth of an activity is measured in terms of the success of its accomplishment. Do you feel your Adult and Young Farmer Program is successful? How about individual meetings? I think each of us, at one time or another, has come away from young and adult farmer meetings a little bit discouraged with lack of attendance, interest, and accomplishment.

A technique I used this year which proved very successful was the use of *Class Participation* during a session on production of quality hay and silage. The class had been discussing some feeding problems prior to this session and we were to have a County Hay and Silage Show in the near future, thus interest in this particular problem was running very high. At the class session preceding the one on hay and forage production I asked that

each member of the class bring samples of hay and silage that they were presently feeding their dairy cattle. The response was gratifying as every member brought samples of the forages they were feeding and some members brought as many as two or three hays and silages. When the members arrived, the samples of forage were placed in classes of corn silage, grass silage, legume hays and mixed hays.

Following a two and one half hour class on production of forage crops and determining forage crop quality each member of the class examined, judged, and placed the hay and silage samples. After the judging the winners were determined by counting the places as given by the contestants. It was remarkable how consistent class members were in their evaluation and placings. After final placings

were made the class members returned and examined the samples again. This particular class session created so much interest that some discussion carried over in the next meeting two weeks later. All who were present and participated thought their ability to recognize quality forage was improved by this class. Members who had top placings were asked to give details of stage of maturity and harvesting techniques used to produce their entries.

This activity had an added value in that all-day students the following day were given the opportunity to examine and place the samples and compare their placings with those of the class the evening before.

This is just one example of how class participation can create an atmosphere of learning about a partic-

(Continued on page 237)

## News and Views from the U. S. OFFICE OF EDUCATION

### Arnold Assistant Commissioner



Last fall, U. S. Commissioner of Education, Sterling M. McMurrin, announced the appointment of Walter M. Arnold as Assistant Commissioner for Vocational Education on December 2, 1961. Since August 1, 1961, when he was designated as Acting Assistant Commissioner, Dr. Arnold has had the full responsibilities of this position.

Dr. Arnold is a native of Pennsylvania and received his education in the State. He holds a B. S. and M. Ed. Degree from Pennsylvania State University, and completed his Doctor of Education Degree at Oklahoma State University. He held several positions in industry in Pennsylvania, and was Superintendent of Stevens Trade School in Lancaster from May, 1937, to February, 1941, and Director of Vocational, Adult, and Industrial Arts Education in the Allentown Public Schools.

Dr. Arnold has had broad experience in the vocational education field,

having served as a Special Representative in Trade and Industrial Education in the U. S. Office of Education, Washington, D. C.; as State Supervisor of Trade and Industrial Education and as State Director of Vocational Education in Kansas; and as Director of the Area Vocational Education Branch, U. S. Office of Education, in Washington.

Dr. and Mrs. Arnold reside in Arlington, Virginia, and two of their three children live in Kansas. □

### Tenney Appointed Director



On November 1, 1961, Dr. A. Webster Tenney was appointed Director of the Agricultural Education Branch, in the Division of Vocational Education, U. S. Office of Education, succeeding Dr. W. T. Spanton. In this position, Dr. Tenney automatically becomes National Advisor of the Future Farmers of America, Chairman of the National FFA Board of Directors, and President of the Future Farmers of America Foundation, Inc.

Dr. Tenney came to the U. S. Office of Education in 1943 and served to 1957 as National Executive Secretary of the FFA. During eight years of that period, he also served as Program Specialist, being concerned with administration of the entire program of vocational education in agriculture in the 13 State Central Region. From 1957 to 1959, he relinquished his duties as FFA Executive Secretary to spend full time in the Program Specialist work.

Taking leave of absence from the Office of Education, in 1959 Dr. Tenney served one year as the first Executive Director of the Agricultural Hall of Fame in Kansas City. He then returned to Washington as Program Analyst for the Division of Vocational Education, a position held up to his present appointment. One of his major tasks in this work was service as chairman of a task force created to develop and write a treatise entitled "Vocational Education in the Next Decade," pointing out the needs for expanding and improving vocational educational programs conducted through the public schools of the United States. Earlier, he had authored several bulletins and two books dealing with vocational agriculture and FFA subjects.

Dr. Tenney was born at Ten Mile, West Virginia. He attended public schools in Buckhannon, West Virginia, received a B.S.A.E. degree from the University of Florida, an M. A. degree from Ohio State University, studied at Cornell University, and received the D. Ed. degree from New York University. Prior to his coming to Washington in 1943, he taught vocational agriculture in Florida at Plant City and Deland; served as critic teacher in vocational agriculture and as Professor of Agricultural Education at the University of Florida. He served for one year as assistant supervisor of the Food Production and War Training program in Florida.

In 1956, at the request of the State Department, he visited the agricultural high schools and universities in Japan and attended the national convention of the Future Farmers of Japan.

Dr. and Mrs. Tenney make their home in the suburban Washington area, near Falls Church, Virginia. They have one son and one daughter, Lt. A. Webster Tenney, Jr., stationed at Aberdeen, Maryland; and Mrs. Carolyn Hines, whose husband is a flier in the Air Force stationed at Abilene, Texas. □

### Class Participation . . .

ular phase of your Adult and Young Farmer Program. This type of meeting reveals to class members the true value of participation in such an instructional program. Won't you try

class participation? I think techniques such as these will go far in making Young and Adult Programs a success for both the class member and you, the instructor. □

## FUTURE THEMES

**MAY**—Planning for the Summer

**JUNE**—Upgrading Supervised Farming

**JULY**—Planning Local Programs

**AUGUST**—Building School Relationships

**SEPTEMBER**—Selecting Farming Programs

## New Assistant National Director Agricultural Education



R. Edward Naugher, formerly Program Specialist in Agricultural Education for the Southern Region, will continue to serve as Assistant Director of the Agricultural Education

Branch. He was elevated to this position in 1960. His duties will be to assist the Director in planning and coordinating the activities of the Branch and will share responsibilities with Dr. M. C. Gaar as Program Specialist in the Southern Region.

Mr. Naugher was born in Mississippi and attended public schools in Pontotoc, Mississippi. He received a B. S. Degree in Agricultural Education from Mississippi State University and an M. S. Degree from Clemson College in South Carolina. He taught vocational agriculture at Loris, South Carolina, from 1924-30 and served as Assistant Supervisor, Agricultural Education, 1931-42. He joined the Staff of the United States Office of Education in 1943 as Specialist in Young and Adult Farmer programs. He became Program Specialist for the Southern Region in 1950 and served in that capacity until his recent promotion to Assistant Director.

Mr. and Mrs. Naugher make their home in the Washington residential area of Arlington, Virginia. □

## Program Specialist Southern Region



Dr. Malcolm C. Gaar was appointed Program Specialist in Agricultural Education for the Southern Region last fall. He replaces Mr. R. E. Naugher who has been made Assistant

Director of the Agricultural Education Branch. Dr. Gaar came to Washington July 1, 1960, as Specialist in Teacher Training and Service Studies. Prior to his arrival in Washington, he had served as a specialist in agricultural education in Indo-China with the American Aid Program. He spent

eleven years as Professor of Agricultural Education at Louisiana State University, Baton Rouge. Prior to that he was Professor of Rural Organization at West Virginia University, instructor at South Georgia Teachers College, and teacher of vocational agriculture and principal of a high school in Louisiana. He received his Bachelor of Science and Master of Science de-

grees from Louisiana State University, and received his Ph.D. from Cornell University. He is a member and past National Secretary Treasurer and past 2nd Vice President of Alpha Tau Alpha, a member of Phi Delta Kappa, Kappa Phi Kappa, and Phi Kappa Phi. Dr. Gaar has contributed numerous articles to *The Agricultural Education Magazine* over the years. □

## EXCHANGE OF IDEAS NVATA - 1961

### First Place, Region I

#### MOTIVATION FOR TEACHING OF SOIL IMPROVEMENT PRACTICES

By Darrell Ward, Vo-Ag Instructor, Woodburn, Oregon.

Idea secured from Charles Grone-wald, Vo-Ag Instructor, Goldendale, Washington.

The Vocational Agricultural Department of Goldendale, Washington is using a unique procedure to motivate their study of area soil improvement practices. The practices are studied, discussed and investigated; their pros and cons are argued and evaluated. Practices which are conducted on area farms are surveyed.

"Flying Farmers" of the area are then called upon. The students are taken on flights over the area to obtain a birdseye view of improved practices resulting. Many degrees of improved practice can be seen at one time. The vivid value of fertilization, drainage, contour strip farming and other needed practices is effectively driven home.

This is selling of our most precious product—that of changing for the better our present ideas and practices.

In our local area we will be able to view practices in as many as thirty different cropping enterprises. Students will see practices ranging from forest management to vegetable production.

I welcome the opportunity to put this teaching aid to use. Dr. Irvin said "To Teach Is to Sell." Motivation is a large part of the teaching job. □

### First Place, Region II

#### PLATFORM SCALES

By Don Brock, Vo-Ag Instructor, Topeka, Kansas

Idea secured from W. H. Meischen,

Vo-Ag Instructor, Raymondville, Texas.

What do they weigh? How much did they gain? What was the feed conversion ratio? What was the cost per pound of gain?

How many times have you been asked these questions and how many times have you wished you knew the answers to these questions about a project carried out in your vocational agriculture classes?

This happened so often in our department that we decided to do something about it, and at the present time we are the proud owners of a set of platform scales, permanently installed at our vocational agriculture farm where they are rapidly becoming one of the best teaching aids we have ever had. The surprising thing about it is that the total cost of this valuable tool was less than \$100.00 after observing in our community and other communities, small platform scales (commonly called wagon scales) being abandoned and allowed to deteriorate until nothing was left but the metal parts, we conceived the idea of salvaging a set of these scales and installing them for use in our vocational agriculture department. This became a class project and the lessons learned in pouring the footings and foundations as well as the more specialized knowledge about how platform scales operate should be valuable to the members of the class in many ways.

The platform planks which were all rotted away were replaced with planks which the county highway department had removed from bridges in the county, but which were still basically sound. These were obtained free of charge. The holding pens were built from lumber which we salvaged when the bleachers in our football

stadium were remodeled. The lumber, of course, was also free. The overall size of the platform is 8' x 14' and the weighing capacity is 12,500 pounds. This makes it possible to weigh a pickup truck, if this ever becomes necessary.

In the planning and execution of this project, we did nothing that it would not be possible for others to do. It is our hope that the results of our experiment may help to encourage farmers to begin to use this valuable asset in their livestock programs that they are overlooking on their own farms. □

### First Place, Region III

#### ROTA FIELD MAP

By Arden R. Gronlund, Vo-Ag Instructor, Rapid City, South Dakota.

Idea secured from Marvin L. Thomsen, Vo-Ag Instructor, Pipestone, Minnesota.

The ROTA map as developed and used by Marvin L. Thomsen of Pipestone, Minnesota is an excellent tool in teaching "farm management." It also serves as a valuable record for use by the young and adult farmer.

The 8" x 10" base map is laid off in 2" squares, each representing 40 acres. The first year the farmer writes on the base map the crop planted, variety, amount and kind of fertilizer spread, crop yield, value at harvest time, and such other information as deemed important. Each succeeding year the farm operator writes on a plastic overlay the same type of information concerning field use etc.

This gives a complete and valuable history of each field, that is always handy and available for evaluation and future planning. The unique design of this map makes it most practical for year to year use. □

### First Place, Region IV

#### TEACHING HOW TO STRIKE AN ARC WITH ELECTRIC WELDER

By Roscoe R. Gibson, Vo-Ag Instructor, Tipton, Missouri.

Idea secured from Harold Elenbaas, Vo-Ag Instructor, Fowlerville, Michigan.

Secure a piece of 3" x 5" steel for each beginning student. Mark it off in 24 squares with a steel scratch awl. Have each student start a bead or make a spot weld on each cross. The hood is lifted after each start. 15

or 20 starts may be made on each piece of metal.

This trains the student to start beads at the exact spot so necessary in good welding. □

### First Place, Region V

#### COMBINING BUSINESS WITH PLEASURE

By S. A. Murphy, Vo-Ag Instructor, Batesburg, South Carolina.

Idea secured from Henry McDougal, Vo-Ag Instructor, Rushville, New York.

Most teachers, at some time or other, do a limited or extensive amount of travel. If a teacher is traveling over several states during his vacation period he can combine business with pleasure by taking his National Directory of vocational agriculture teachers and stop along the way to chat with, and if time permits, visit departments and programs of other agriculture teachers. Most teachers would welcome others coming into the community.

Too, it is felt that many local school boards would be glad to extend a teachers' vacation if they understood that stops would be made to exchange ideas and visit supervised practice programs in other states.

This practice would not only be beneficial to the teachers concerned but would improve public relations in many cases. Some states may allow credit toward a masters degree or certainly toward required hours for an increment raise in salary. □

### First Place, Region VI

#### FFA FUND RAISING (SALE OF COMMERCIAL PRODUCTS)

By Sherman L. Davis, Vo-Ag Instructor, Montross, Virginia.

Idea secured from Herbert Shippman, Vo-Ag Instructor, St. Albans, Vermont.

FFA chapters in most states are faced with many fund raising plans involving the sale of commercial products. The sales program usually states that the product and program is endorsed by FFA chapters, Vo-Ag teachers, state supervisors and others in the agricultural field.

The Vermont teachers have followed this procedure in solving this problem by having these programs approved by the state FFA board. Each fund raising program would be investigated and found to be sound and safe. It also aids in the saving of time interviewing sales people and in selecting a good program which may cross our desk in the form of printed material.

Each chapter would be supplied with a list of approved sales programs, which may be added to during the year. Any new program offered to a chapter would then be directed to the state FFA board of students. This has helped the Vermont Association in selecting good sales programs and will help eliminate endorsing commercial products labeled, "Vo-Ag." □

The great bulk of education is the taking on of a language.

## News and Views from Teacher Education

### Dr. Binkley Included in Recent Army Call Up



Dr. Binkley holds the rank of Colonel and is presently commanding the 400th Regiment at Fort Chaffee, Ar-

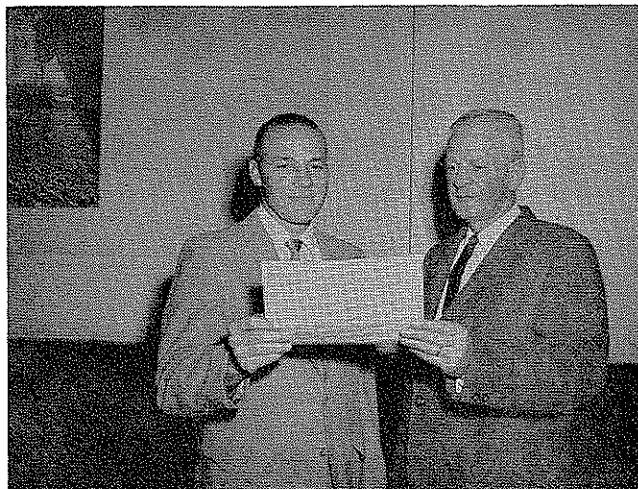
kansas. His Regiment provides advanced individual training in Infantry. The 400th Regiment includes 20 companies, and has an average of 3,500 men in training at all times. His background in "the learning process" in agricultural education over the years has been an asset in developing and supervising the training program of the Regiment.

Dr. Harold R. Binkley, Associate Professor of Agricultural Education, University of Kentucky, was called to active duty for a year as a member of the 100th Division on September 25, 1961.

Dr. Binkley is co-author of a new book on FARMING PROGRAMS for Students in Vocational Agriculture. He has been a frequent contributor to the *Agricultural Education Magazine*, and has prepared teaching materials used by hundreds of teachers of vocational agriculture. □



Honored for 60 years of service. Pictured left to right are: Bryce Chalquist, Stanton, 10 years; Severin B. Sorensen, Nebraska City, 20 years; and Elmer Schrag, North Platte, 30 years. These men were honored at last summer's annual conference of the Nebraska Vocational Agriculture Teachers Association held at the Kellogg Continuing Education Center, Lincoln, Nebraska. (Photo by Ted Ward, Verdigre)

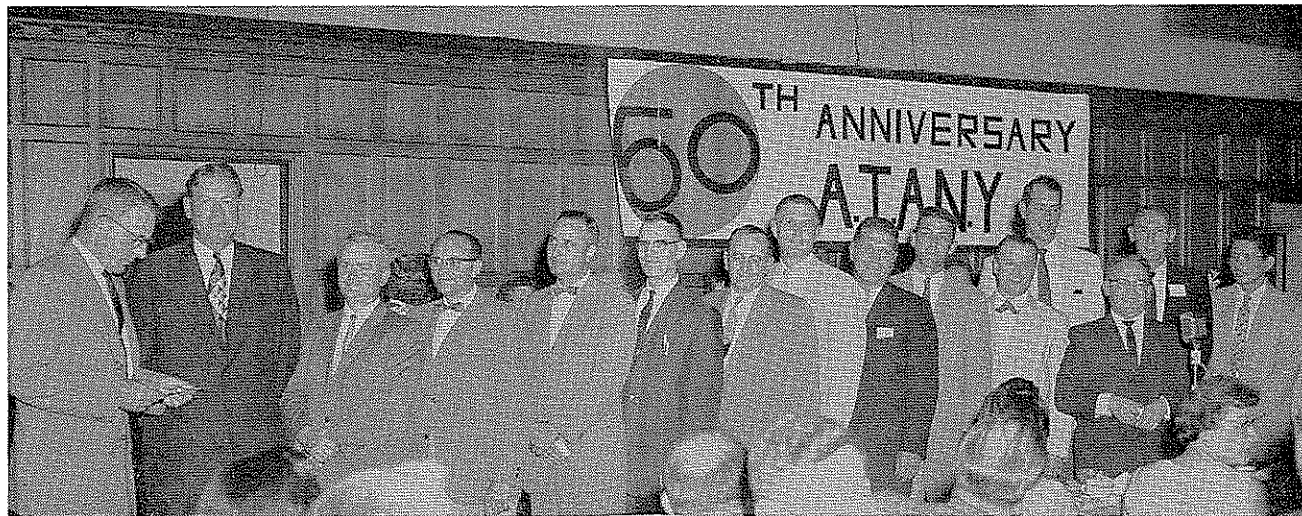


Prof. H. A. Winner (right), Head of the Department of Agricultural Education, University of Idaho, takes a look at his certificate of Honorary Membership in Alpha Tau Alpha. Making the presentation is Charles Van Meter, Vice President of Phi Chapter of ATA at the University of Arizona where Professor Winner spent the first semester, 1961-62, on leave from his institution. (Photo by R. W. Cline)

## Stories in Pictures



Bill E. Cox (right), teacher of agriculture, Tempe, Arizona, High School, receiving welding equipment for superior work in Agricultural Mechanics at the University of Arizona. Dr. John R. Williams, who teaches the course in Mechanics, is making the presentation. This award is given annually to an outstanding Agricultural Education student by the Dye Oxygen Company and the Phoenix Welding Company. (Photo by R. W. Cline)



Julian M. Carter (left), past president of NVATA, addresses recipients of 30 Minute Awards during the ceremony in which he presented certificates to 14 members of the New York Association of Teachers of Agriculture at the 50th Anniversary Convention at Cornell University, Ithaca, New York, last summer. Those receiving

the recognition (left to right) are Harry Ketcharn, George Haloran, George Chrein, Joe P. Bail, Ernest F. Nohle, Steve M. Smith, Clifford Lauders, Elliott H. Johnson, James L. Rose, Gerald Fuller, Henry L. McDougal, Charles W. Hill, and Frederick K. T. Tom. (Photo by W. W. Sharpe)