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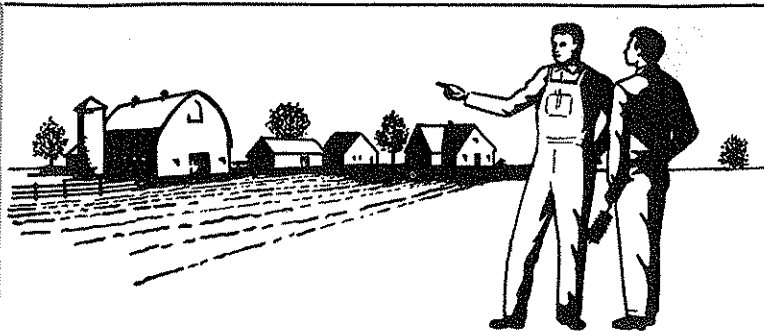
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Featuring—LAY PARTICIPATION

The Agricultural Education Magazine



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

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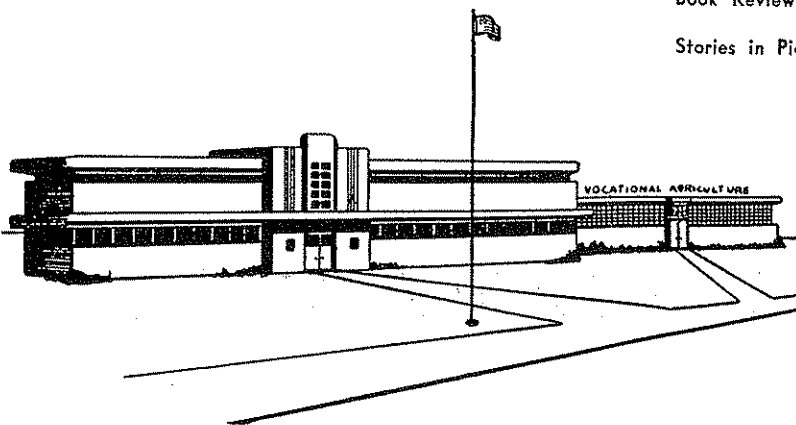
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Is There a Foreign Aid Job In Your Crystal-Gazing Ball?

CLARENCE S. ANDERSON,* Professor Emeritus
The Pennsylvania State University

In 1956 when we were recruiting agricultural specialists for a university-sponsored I.C.A. project in the Far-East, we estimated that 500 or more Americans with background experiences as teachers of Vocational Agriculture were then abroad as members of various foreign aid groups, for example, I.C.A., F.A.O., Near-East Foundation, Ford Foundation, Rockefeller Foundation, and others. Today the number is certainly no fewer.

New foundations have come into being, and most of the existing organizations have extended their overseas programs. Vast areas of Africa now hopefully look to us for help, especially educational and technical assistance. The United States Peace Corp is probably the most recent venture in aid development. The Peace Corp may soon be recruiting experienced teachers for directors, field administrators, and specialists in Agriculture.

Should you as an established, successful teacher interrupt your work and your tenure to accept one of these assignments? The answer is both yes, and no.

Yes, if in your dealings with others you can be tolerant and oblivious to differences in race, religion, customs, and the many other factors which so frequently keep people from working together harmoniously.

Yes, if you can be patient, and be content with small, sometimes almost unmeasurable progress.

Yes, if you and your family have a genuine yen for travel, and have more than just a fleeting desire to live and work in far away places.

Yes, if you and each member of your family are fully aware that upon leaving the United States it may be two years before you again enjoy some of the accepted comforts of your American home.

No, if your school board is not willing to give you a leave of absence. Of course, it will be a leave without pay. You should not be obligated to return, but you should have the assurance that goes with knowing that there is a job for you back home, if you want it. The teacher who completely severs his professional

*Since he retired from Penn State, Doctor Anderson has traveled to 56 countries and has participated extensively in foreign aid projects in the field of Agricultural Education. He is presently serving as Agricultural Education Advisor to the State of Israel, under the USOM/State University of New York contract.

From the Editor's Desk

Let's Listen Awhile

We have been so busy "selling" our program that we have failed all too often to ask if this is the program people want to "buy." We have been so busy "abiding" by the law, Smith-Hughes, that is, until we have been guilty of too narrow an interpretation. We have not seen all the potential directions, areas of development, and useful concepts that are inherent in vocational education. We hear people who have some good things to say about vocational agriculture and too easily assume that all is well with the program. However, it is easy to determine that all is not well with the program if we would only *listen awhile*.

I am not suggesting that the vocational agriculture program is badly out of tune; however, I am suggesting that there are areas of friction which could be cleared up easily and quickly if we would listen to those who are making the comments. In every meeting I have attended this summer and fall there have been comments made by people outside the field of agricultural education which, if weighed properly and adapted to our program, would help us make the necessary improvements. The time has come when we must pay more attention to the comments being made by school administrators, professional people in agricultural agencies, workers in related agricultural fields, parents, and people who have no connection with agriculture.

Immediately the reader of this statement will jump to the conclusion that we are already doing a good job of listening to these people. However, my contention is that we are not. There are few times when we actually "listen" when someone else is talking. We hear their words physically, and maybe even agree or argue with them, but when we do nothing about the suggestions. This is about the same as not having heard in the first place.

True listening is an art and a skill. Skill in listening is not born in people. Each person has to develop the skill by conscientious effort and by learning to listen by doing some of it. True listening would include attentiveness, eager anticipation of what the speaker is saying, open mindedness, making an effort to understand what is being said, willingness to weigh ideas that oppose our own, clearing our minds of our own problems long enough to concentrate upon what is being said, and willingness to ask questions which would draw out the speaker. Patience is an ingredient in good listening which cuts across all the other qualities.



How One District Is Improving Vocational Agriculture

G. HERMAN PORTER, Research Analyst, State Curriculum Study, Raleigh, N. C.

The activities of a District Advisory Committee and its recommendations for improving vocational agriculture.

A unique group composed of some dedicated people came into being in North Carolina during the summer of 1957—the District V Vocational Agriculture Advisory Committee. The Vocational Agriculture District V encompasses 25 western North Carolina counties with 96 high schools offering vocational agriculture. The committee was established through the efforts of the supervisors of vocational agriculture for the district.¹

On the committee is a farmer, a businessman, two school superintendents, two principals and nine teachers of agriculture, representing the nine teacher groups. Consultants were from the Agricultural Education Department at N. C. State College and the State Curriculum Study.

One of the first things the committee accomplished was determining its objectives. The major objectives that the committee adopted were in the following areas: (1) advising the district supervisor on problems, (2) suggesting areas of vocational agriculture needing study, (3) suggesting ways and means of implementing needed improvements, and (4) helping to improve public understanding of vocational agriculture.

By March 1958, the committee had established its organization and had developed a plan for a rather comprehensive study to be conducted which would be used as a basis for improving vocational agriculture. A bulletin describing these items of prog-

¹The study was sponsored by the Advisory Committee for Improving Vocational Agriculture in District V of which Hugh Randall, Superintendent of Hendersonville Schools, was chairman. Cooperating in the study were H. E. Beam, who was the Vo-Ag Supervisor for the District from the beginning of the study through May, 1959; R. J. Denny, the District Supervisor since August, 1959; and Gerald B. James of the Agricultural Education Department of N. C. State College and later assistant director of the State Curriculum Study and now Director of Vocational Education.

ress was distributed to all superintendents, principals, and teachers of agriculture in the District. During subsequent meetings of the committee for the next year, questionnaires to be used in the study were developed and methods for the study were further refined. In April 1959, a second progress report was distributed which indicated that the study had been initiated and some of the information obtained.

By September 1959, all of the information for the study was collected and much of the tabulating and sum-

marizing of the data was completed. In October 1959, a 257-page report² of the summarized data in tabular form was completed. The report was studied by the committee members and during a meeting in November, plans were made for reaching conclusions and implications for the study.

²Advisory Committee for Improving Vocational Agriculture, *Studies for Improving Vocational Agriculture in District V (25 western counties), North Carolina*, nonpublished report, Office of District Supervisor, Asheville, N. C. October 1959, 257 pages.



The members of the advisory committee are shown in the photograph. The photograph was taken by John Price, teacher of agriculture and committee member.

Seated (left to right): J. E. McIntire, Teacher of Vocational Agriculture, Mars Hill, N. C.; Melvin Taylor, Superintendent, McDowell County Schools, Marion, N. C.; Robert L. McElrath, Principal, Clyde A. Erwin High School, Buncombe County; Herman Porter, Research Analyst, Curriculum Study, Raleigh, N. C.; R. L. Goodson, Teacher of Vocational Agriculture, Glenwood High School, McDowell County; R. J. Denny, District Supervisor, Vocational Agriculture.

Standing (left to right): Robert S. Leonard, Farmer, Black Mountain, N. C.; H. E. Beam, School of Education, N. C. State College, Raleigh, N. C.; Glenn Hunt, Businessman, Cherryville, N. C.; W. H. Adams, Teacher of Vocational Agriculture, Maiden, N. C.; Carl Wagner, Teacher of Vocational Agriculture, Hudson, N. C.; Charles Ward, Teacher of Vocational Agriculture, Glenville, N. C.; Ted Carpenter, Teacher of Vocational Agriculture, Spruce Pine, N. C.; Gaylerd Davis, Teacher of Vocational Agriculture, Edneyville, N. C.

Members not in photo: Dr. Gerald B. James, Director of Vocational Education, Raleigh, N. C.; Hugh Randall, Superintendent of Hendersonville Schools, Hendersonville, N. C.; Donald Anderson, Teacher of Agriculture, Old Fort, N. C.; R. J. Lyday, Teacher of Agriculture, Brevard, N. C.; Paul Hambright, Teacher of Agriculture, Grover, N. C.; S. B. Lacey, Teacher of Agriculture, Newland; H. M. Tomberlin, Principal, Enka, N. C.; D. C. McKenzie, Principal, Leicester, N. C.

During 1960, recommendations² were developed and efforts to implement them were begun.

The Study

The purposes of the study were: (1) to ascertain the present status of vocational agriculture in District V, (2) to determine the major changes needed in present programs, and (3) to indicate means for implementing changes found to be desirable.

The advisory committee decided upon the types of information they wished to collect. With the assistance of the Department of Agricultural Education, N. C. State College, and the State Curriculum Study, questionnaires were developed and tested and the data for the study were collected. Questionnaires were returned by mail from 223 former students, all 101 teachers of agriculture and all 96 principals. Interviews were conducted with 99 farmers and 97 parents who were selected at random in 10 schools which were selected by sampling procedures. Class interviews were used in obtaining information from 294 vocational agriculture students in the 10 selected schools.

After reviewing the report of data, the committee identified major areas within programs of vocational agriculture which were included in the collected data. For example, some of the areas identified were objectives, course content, enrollment, FFA, community services, teacher time, facilities, professional improvement, supervised farming programs, and farm mechanics. Subcommittees were established and one or more of the areas were assigned to each. Each subcommittee reached conclusions and implications for its area(s) using only those data in the report which were applicable. Some of the subcommittees received assistance from principals, teachers of agriculture, and laymen.

At a meeting in February, 1960, the Advisory Committee heard and discussed the reports from the subcommittees. Also, plans were made for arriving at recommendations for improving vocational agriculture in District V based upon the findings of the study. A special committee of six was appointed and it held a two-day conference in March for the purpose

of further reviewing the data and making recommendations. The methods of arriving at recommendations included a review of conclusions and implications of the study and a discussion of other studies related to the study.

Recommendations

The following are some of the major recommendations made by the committee as a result of the study.

1. Direction and objectives for vocational agriculture should support and be in harmony with desirable changes in education and agriculture.
2. Local people need to define the role that vocational agriculture should fill in the public schools.
3. Appropriate enrollment and student selection is essential to the function of effective special interest education such as vocational agriculture. Suitable criteria for selecting students should be worked out which will be acceptable to school administrators and teachers.
4. Emphasis given to adult education should be increased. Many schools should move toward providing vocational agriculture which emphasizes adult education to an equal or greater degree than that provided to youth.
5. What is taught in vocational agriculture should be especially aimed at preparing one for entrance in a vocation or improving one's effectiveness in his vocation. The course should be centered around the student's vocational interest and problems relative to agriculture.
6. The shop work provided to students who qualify for enrolling in vocational agriculture should be different from shop work provided to students with nonagricultural occupational interest.
7. Methods of teaching vocational agriculture should vary, but they should be characteristic of vocational teaching—keeping the students as the center of learning rather than the subject matter per se.
8. The supervised practice program of the student is the vehicle through which effective learning takes place.
9. Individual instruction on the student's farm is essential to an

effective program of vocational agriculture and adequate teacher time should be scheduled for such.

10. A program of vocational agriculture should be financed from school funds, rather than from departmental fund raising projects.
11. Appropriate and adequate facilities and equipment are essential to an effective program of vocational agriculture. The objectives of the course should govern the types of facilities needed.
12. Teachers of vocational agriculture are educators, first and foremost. They should not spend their time on nor encourage the use of facilities for service activities.
13. The Future Farmers of America organization should be part of the vocational agricultural program and it should not be encouraged to function as an end in itself.
14. Strong in-service and other professional improvement programs should be developed for the teachers of agriculture.
15. The breadth of the work the teacher of agriculture might potentially perform makes it necessary that his work be systematic and well organized.

While the Advisory Committee has kept the local school people informed of progress of the study, there are special efforts now being planned to conduct small group conferences with teachers, principals, superintendents, and others for the purposes of discussing the study findings, committee recommendations, and means of implementing needed changes. Plans are being made to conduct pilot studies in several departments of vocational agriculture in an effort to find the best approaches to providing needed education of a vocational or prevocational type. □

The Cover Picture

Participation in the vocational agriculture program by lay people is essential for a strong program. This is a group of lay and professional people inspecting wildlife conservation programs in order to select the state FFA winner. The winner was Jimmy Laning (in T-shirt) of Trent, Texas. (Photo supplied by Jarrell Gray, Texas A & M)

²Advisory Committee for Improving Vocational Agriculture in District V (25 western counties, North Carolina, *Study Description and Committee Recommendations*, Office of District Supervisor, Asheville, May 1960, 19 pages.

Is There a Foreign—

connections and takes off for Thailand, Nepal, or some other distant part of the globe soon feels far removed from his professional contacts back in the United States.

Most of the time since retirement, I have been overseas working with men from Agricultural Education, who are subconsciously worried about just how and where they will return to state-side employment. This frustration cancels out much of the pleasure and satisfaction of temporarily living abroad. Frequently, it prevents men from doing their best work. A leave of absence is the solution.

Teachers in the upper age and experience group are filling the need overseas somewhat better than the younger men. They seldom have job worries. Usually they are willing to remain on a project two, four and even six years. The employing agencies and the foreign countries both prefer the longer periods of employment. The families of older men are

grown, and so they avoid the problem of schools for their children. On the other hand, young men and their families are quicker at acquiring a working knowledge of a foreign language, a fitness factor which is of increasing importance.

Adequate, effective communication is the number one problem in most of the countries to which we are taking foreign economic aid. You may hear it glibly said that English is understood with some limitations almost all over the world. This is far from true.

In the Philippines, English is taught in the schools, but is seldom heard on the street, in the stores, or in the homes. As Filipinos continue their effort to bring together some sixty-eight dialects of their native tongue into one accepted language, which they call Tagalog, English will decline in importance and use.

In Israel, where the writer is now employed, Hebrew is the language barrier. A very high percentage of the Israelis understand and even speak English. But Israel is a new nation,

extremely nationalistic, and Hebrew is on the books as *the* accepted state language.

Foreign-aiders have quite a struggle with Hebrew. The last page in the book is the first page. You read from right to left. Road signs and directions require translation and interpretation. The police cannot write English, so seldom waste a ticket on us, one good break we get! A traffic sign on a one-way street in Tel Aviv when translated reads, "One way traffic from 9 a.m. to 7 a.m." How backwards and confusing can things become?

In your preparation to go abroad, read as much as you can concerning the country to which you are going, and discount about 100% of what you may have read in the "Ugly American." The characters in that book were certainly not vocational agriculture teachers.

Two good books for pre-departure reading are: *The Overseas American* by Cleveland, Mangone and Adams, and *Is the World Our Campus* by Adams and Gairaty.

Let's Listen Awhile—

There are many people who can tell us things about our program if we would only take the time to listen properly. It is my belief that unless we do learn to listen to others more skillfully and with proper acceptance of the good ideas proposed and ability to reject the less good ideas, changes will be made in our program *without our help*. It would be so much better

if decisions could be made *with our help*.

As a beginning point in listening, I would point the reader to an article written by H. M. Hamlin in 1959 entitled, "Time for a Change?"¹ Too often for each of us, we read, comprehend mildly, agree slightly, and then do nothing more. The reading in such instances does us no good. My suggestion is that the same traits of a

good listener exist in the good reader.

Good listening does not necessarily involve acceptance of the ideas being expressed; good listening does, however, mean that the listener will weigh without prejudice or vested interests the ideas proposed. □

¹H. M. Hamlin, "Time for a Change?" *County Agent and Vo-Ag Teacher*, October, 1959. Vol. 15, No. 10, pp. 60-63, 71.

Should We Use Agricultural Specialists?

RICHARD MILLS, Assistant Manager of
Nebraska Crop Improvement Association*

The program of vocational agriculture faces the challenge of assisting rural people in preserving values important to them and at the same time

*Mr. Mills was formerly vocational agriculture instructor at Tecumseh, Nebraska.

helping farmers find ways of operating their agricultural plants in such a manner that they will have sufficient income to enjoy a reasonable standard of living.

The responsibility of vocational agriculture involves many service

areas. These areas of responsibility involve the following:

1. efficiency in agricultural production
2. efficiency in marketing, distribution and utilization
3. conservation, development and

- wise use of natural resources
4. management of the farm
 5. community improvement and resource development
 6. leadership and citizenship development.

The vocational agriculture instructor finds it difficult to be well qualified in all the aspects involved in each of the above areas. He finds it impossible to be a specialist in everything. His training and background make him a specialist in teaching methods only. Herein lies the value of the agricultural specialist.

An agricultural specialist is one who is trained in some phase or related phase of agriculture. He is a leading authority in his field and is respected for his leadership. He is familiar with all aspects of his work. He has the training and the ability to focus attention in the direction desirable to the farmers of today.

The need for agricultural specialists in adult education programs may be evaluated in several ways. In our fast moving agriculture of today, technical advances come very rapidly and the need for their use may be immediate, thereby making specialized training of prime importance. An agricultural specialist serves as the liaison communicator or the vocational agriculture instructor's link with the basic research being conducted or applied in agriculture. He also serves as a consultant assisting the instructor in unfamiliar areas. He is the "technical expert" used to sell or promote better methods involved in agriculture.

The local community is perhaps the most under-developed source of good agricultural specialists. Each community has a great wealth of individuals who are well qualified as specialists in their fields. The local cattle or hog feeder became a success through proper feeding, management, sanitation and marketing practices. He will certainly have something to offer as a resource person. A local banker will know about trends, money speculation, financing and loan arrangements. Legal aspects, leases, partnerships, wills, contracts, mortgages, property rights and court actions are the business of the local lawyer. A contractor who specializes in buildings, heating, plumbing and general construction problems will understand community needs. Resource persons such as those mentioned will be pleased to contribute to the education of their community. Their knowledge is first hand. They know and understand local community situations. Those individuals can do much toward providing technical assistance to vocational agriculture. Other sources of agriculture specialists include commercial companies, agricultural experiment stations and extension personnel. The vocational agriculture instructor, as a trained educator, must guide these specialists into presenting the material desired by the adult education group.

Agricultural specialists are interested in assisting vocational agriculture when they feel their knowledge will fill a definite need of the group involved. A poll of agricultural spe-

cialists including extension workers, commercial company representatives, experiment station personnel and several professional people indicate that these specialists are generally more willing to take part in an adult education program if the following factors are involved:

1. the vocational agriculture instructor acts as an assistant in conducting the program
2. the subject matter involved is requested by the adult group and fills a real need
3. the specialist is fully informed of the information the group desires and the local situation involved
4. the vocational agriculture instructor prepares but does not overprepare the group
5. the vocational agriculture instructor is ready and willing to do follow-up instruction and provide additional assistance.

The agricultural specialists can well be the key to success in the adult education program of any community. Careful selection of the specialists and constant guidance by the vocational agriculture instructor will do much to improve the rural life of any community. As a trained educator in the community, the vocational agriculture instructor must focus the attention of farmers toward new ideas and the wide variety of possible programs. If he is to properly serve agriculture he must be the leader in solving the problems of the community. □

Committees Can Be Useful If

certain factors are taken into consideration^{1, 2}

GERALD R. FULLER, Teacher Education, Cornell University



"Working with that committee was a waste of time." Has this thought passed through your mind at some time? Have you often wondered why some committees function so well while others just wither on the vine? Do you sometimes question the value of using a committee?

It is extremely important that teach-

ers of agriculture know and understand how to organize and work

¹Koontz, H. and O'Donnell, C. *Principles of Management, An Analysis of Management Functions*. McGraw-Hill, New York, 1959: 718 pp.

²O'Neal, J. F. "Citizens Committees Can Help," *The Nations Schools*. Oct. 1960: Vol. 66, No. 4, p. 87.

effectively with a committee. Teachers in their positions as professional and community leaders are continuously in contact with committees. They become involved in establishing committees, working on committees, and providing committees with information for consideration. Teachers have found committees to be extremely

effective when properly used but that they are not the panacea for solving all types of problems. By their very nature, committees do not lend themselves to each and every problem that happens to arise.

The following factors may prove to be a helpful guide for anyone who is faced with the task of improving the organization and work of a committee.

Inherent Limitations

There are many limitations to be considered when a group of people are asked to function together as a committee. Perhaps three of the more important points to keep in mind are:

1. *Cost in Time and Money.* Committee work often requires a great deal of time and sometimes extensive travel. The work which a committee is expected to accomplish should be worth the expense.
2. *Compromise at the Least Common Denominator.* Often the results of a committee's action will reflect the least common denominator that is agreeable to a majority of the group. This may not always be the most satisfactory conclusion.
3. *Tyranny of a Minority.* This problem usually occurs when it is necessary to have the unanimous agreement of a committee. The small minority is able to stand fast and thereby influence the majority of the group.

Organizing a Committee

The final results of the actions of a committee will reflect how well the group was organized. An effective committee will not be formed by merely appointing a group of individuals to work together on a task. Careful and deliberate attention must be given to the process of establishing the committee. Several of the worthwhile facts to consider when organizing a committee are:

1. *Definition of Goals.* The committee should know just what it is supposed to do. The goals should be clearly defined and understood by all.
2. *Definition of Authority.* The committee should know and understand the exact limits of the authority within which it can function.

3. *Establishment of Time Limitations.* The committee should have specific deadlines which it is expected to meet. These limits should be appropriate to the task being undertaken.

4. *Appropriateness of Membership.* The committee membership should be commensurate with the job it is undertaking. Use should be made of ex-officio members and resource persons for the purpose of providing needed information and assistance.

5. *Appropriateness of Subject Matter.* The task which is assigned to the committee should be within its jurisdiction, ability, and suitable for consideration by this type of organization.

6. *Selection of a Chairman.* This is one key to organizing a successful committee. A good chairman can avoid many of the problems that are related to the use of committees.

What a Committee Does Well

The appropriateness of the subject matter or task assigned to a committee is one of the factors that is related to the process of organizing a committee. Investigators have identified some of the jobs that seem to be best suited for committee work. It is essential that these be kept in mind when the use of a committee is contemplated. Several of the more common tasks suitable for committee consideration have been found to be:

1. *Deliberating and Advising.* "Two heads are better than one" when it comes to digesting and discussing facts and information.

2. *Studying Research Findings.* Committees can be very effective when asked to study the results of research. However, the tabulation and analysis of the research should be done prior to presenting the information to the committee.

3. *Coordinating Plans and Action.* The committee provides a useful organization for coordinating plans and actions before they are executed.

4. *Transmitting Information Simultaneously.* A committee can be an effective means for disseminating information to a large number of people at one time.

5. *Developing Human Motivation.* By bringing a group of people together in the form of a committee, human motivation occurs through a sense of belonging, a feeling of accomplishment, a sense of achievement, or the like.

What a Committee Does Not Do Well

Conversely, research has provided a list of tasks which are not well suited for committee action. For example:

1. *Decision Making.* The responsibility for making a decision usually belongs to one person, not a committee. Committees may be useful in recommending decisions, but not in making them.

2. *Conducting Research.* Committees are not usually an effective means for conducting research. However, they may be useful in an advisory capacity as well as for studying research results.

3. *Studying Unimportant Issues.* Committees should not be asked to consider problems of little significance or for which the final outcome has already been determined.

4. *Working on Problems Beyond Its Authority.* A committee has certain limits of authority within which it can function. These limits are set by its membership as well as the organizational procedure.

5. *Working in Areas Beyond the Competencies of Its Members.* The membership of a committee determines its competence. It should be assigned work which is within the capabilities of its members.

Conclusion

Committees are a valuable asset when they are functioning efficiently. In order to have committees operate properly it is essential that teachers consider: (1) the limitations of a committee, (2) the effective organization of a committee, and (3) the appropriateness of the task. Furthermore, the committee must be supplied with all the valid information that it needs to arrive at a sound conclusion. When these simple factors are considered, teachers should obtain satisfactory and rewarding results from committee work. □

Advisory Committee Members Want to Know Their Responsibilities

BOND L. BIBLE, Extension Rural Sociologist, Ohio State University



Vocational agriculture teachers and county extension agents have always utilized local leadership for counsel and guidance in their work. Often-times an advisory committee was formed which met with the Vo-Ag teacher or agent. As early as 1911 advisory committees were required for all departments of agriculture in Massachusetts.

Research Study

What do advisory committee members think their job is? How can professional change agents work most effectively with local advisory groups? Research projects in New York, Ohio, Iowa, Minnesota, and Pennsylvania provide us with some answers to these questions. For this article we shall confine our findings to a study by the writer in Pennsylvania. Two counties in each of the four extension administrative districts in Pennsylvania provided the locale for this study conducted in 1958. The extension committeemen¹ (170) and county extension agents (32) in these counties were personally interviewed with the aid of lengthy schedules designed to assemble comparable data from each group of respondents.

¹In the Pennsylvania Cooperative Extension Service these advisory committees are called county executive committees.

Role expectations and role performances were assessed from responses to 32 role definition items, describing behaviors which committeemen may or may not be expected to engage.

Committee members felt their major responsibilities were to provide advice on policy formation, program planning and evaluation. Agents gave more emphasis to public relations and carrying out the program.

Generally, there was a lack of understanding among committee members as to what their job was. In addition, there was considerable disagreement among committee members as to what their responsibilities should be. Even the county agents disagreed among themselves as to role expectations for the committee members.

Agents tended to overemphasize committee member performance in comparison with the individual committeemen's concept of his own behavior. Committee members were willing to assume more responsibility than they now have and even more than the agents felt they should.

Opportunities for Learning Their Role

About forty percent of the committeemen indicated they had received instruction for their job either at ad-

visory committee meetings or by letter or personal visits from extension agent. Those who received job instruction had a greater degree of consensus on role expectations than committeemen without job instruction, Table 1.

Opportunities for increased participation for committee members were indicated by: (1) tenure on advisory committee, (2) association with extension, (3) perceived degree of participation in advisory committee meetings, and (4) experience as committee president. Members with access to these opportunities for increased participation agreed more on their role definition than members without such experiences.

Agreement on role definition was greater among the men than among the women of the advisory committee. Probably the men had more opportunity to exercise leadership on the committee. Committee members who belonged to five or more other organizations achieved a higher degree of role definition consensus than members with fewer organizational memberships.

Committee members who had access to role learning opportunities were better satisfied with the functioning of the committee. Agreement on role definition among committeemen was associated with their job satisfaction as committee members.

Developing Committees

Advisory committee members gave these suggestions for developing effective committees: (1) give more responsibility to committee members, (2) select members who are interested and will participate in meetings, (3) instruct committee members about their responsibilities, (4) rotate members on the committee so they will serve for a definite period of time, (5) have all planned committee meetings, and (6) make the committee representative of the clientele to be served.



Committees are ready to assume their responsibilities.

Table 1. Opportunities for learning role as related to agreement among committeemen on 32 items defining role of the advisory committee member.

Opportunities to learn role	Number of the 170 committee members with opportunity to learn role	Percent of 32 items which had higher agreement among members with opportunity to learn role ^a	Significance of excess over 50 percent ^b
1. Received job instruction.	65	72	.001
2. Tenure on committee (five or more years).	76	67	.01
3. Association with extension (five or more years).	142	78	.01
4. Participation in meetings (active).	142	67	.01
5. Serve as committee president (1958).	8	75	.01
6. Sex, male members.	115	69	.01
7. Understanding of job (Self-perception-high).	124	75	.01
8. Membership in five or more other organizations.	68	86	.001

^aHigher agreement was measured by the smaller variance of the two response distributions for an item, either among committeemen with the role learning opportunity or those without the role learning opportunity.

^bUsing two-tailed Wilcoxon signed-rank test.

On the basis of present research the full value of an advisory committee may be obtained if certain steps are taken. The committee, for example, must have a clearly understood function. Committee members should receive systematic instruction for their job. The committee size must be related to what it is to do; its members must be selected with care. Committee meetings must be thoughtfully planned and organized. Committee members need to be involved in

all steps. There must be voluntary participation. An agenda distributed in advance will help bring committee members and program closer together. Planned meetings should encompass the total vocational agriculture program. They should be productive, interesting, and punctual. A record should be kept of committee activities. A report to the members of what occurred, with additional information concerning the action (if any) that is

taken by the vocational agriculture teacher, is also desirable.

Teamwork between the professional worker and his advisory committee members will be improved if he has (1) enough knowledge and understanding of committee organization to provide for effective functioning (2) leadership skills to provide guidance for the committee, and (3) favorable attitudes toward the advisory committee and the contributions it can make. □

Vocational Agriculture Can Profit by

Utilizing Surrounding Educational Opportunities

E. S. PETERSON, Vo-Ag Instructor, Salina, Utah

is in direct ratio to the between interested par-
2. under the direction
Departments of
rior you will
ources with
want to tell
an opportunity

to work with these people and learn their problems, thus bringing to both your and their attention the fact that you are working toward the same goal—making life better economically, and more enjoyable for people interested in the agricultural field.

The United States Forest Service has been most cooperative with our

F.F.A. chapter. Our Department always has a number of students who live on beef cattle farms; therefore, we always work out a unit on beef production. One phase of this unit is range management. Here we call on the local forest and range manager for information and help. One annual courtesy he extends to us is a day's

tour on the mountain. Students are shown management procedures involved in timber, forage, game and recreation uses. This association and interest develops into additional cooperative activity. Our chapter also cooperates with the forest service on a special use permit. For the past five years the chapter has leased 300 acres in the Fishlake National Forest and have purchased and grazed 35 head of choice Hereford steers on the leased range each summer.

This cooperative activity gives us an opportunity to show our department to others. We hold a field day each fall, at the forest pasture, in connection with the cattle project. Other chapters are invited as well as all

adults interested in range management. An outdoor picnic is served by our chapter to all guests following lectures, demonstrations and weight and gain analysis. It also gives us a chance to spend many hours each summer with the forest and range people on problems that confront proper use of our natural resources. Students not only get training in beef cattle management but also study the other phases of forest use as well. Transects are taken and explained; amount of use is determined; proper and improper grazing are studied; plants are studied, and many other values developed from the experience.

Soil Conservation people cooperate with us in determining land values

and productive possibilities of farms. Wide experience can be had in soil and land judging by seeking cooperation from this agency.

I am in no way inferring that you should turn your department or students over to any agency in any way, shape or form. On the other hand, the students can benefit by receiving the cream from related programs under your direction. If students of today are going to become acquainted with the total agriculture program, what is actually being done by and through these agencies should be a part of student exposure. I feel we should use all reliable sources, when ever possible, but always under our personal direction and control.

Help for the Vo-Ag Graduate Who Wishes to Establish His Own Business

BENTON K. BRISTOL, Teacher Education, Pennsylvania State University

The vocational agriculture graduate who wishes to establish his own business will be most likely to succeed if he considers one which allows him to take greatest advantage of his education and experience. Examples of such businesses are: (1) nurseries, (2) garden centers, (3) frozen food and locker plants, (4) grocery, meat and produce stores, (5) dairy product stores, (6) woodworking shops, (7) electric motor sales, service and repair shops, (8) commercial forging and welding shops, (9) implement dealerships, (10) saw sales, sharpening and repair shops, and (11) paint products and job shops.

The prospective businessman will increase his chances of success still further by informing himself of the help available from the Small Business Administration. The Agency is dedicated to serving small businesses, including the agriculturally-related ones. Major responsibilities of this important agency of the Federal Government are listed in a free booklet, "Small Business Administration—What It Is—What It Does," as follows:

1. To counsel with small business concerns on their financial problems; to help them obtain financing from private lending sources, and to make loans to them when private financing is not available on reasonable terms.

2. To license, regulate, and help finance privately owned small business investment companies, which in turn extend long-term and equity-type financing to small business concerns.

3. To make loans to State and local development companies to help them provide facilities and financing for small business concerns in their areas.

4. To make loans to help restore or replace businesses and homes damaged or destroyed by storms, floods, and other disasters, and to assist small business concerns which have suffered substantial economic injury because of drought or excessive rainfall in their areas.

5. To assist small firms in obtaining a fair share of contracts and orders for supplies and services from the Government, and a fair share of

property being sold or leased by the Government.

6. To assist small firms in overcoming production problems, and in diversifying their product lines.

7. To assist small business concerns with their management problems, and to finance research into the problems of small businesses.

All applications for business loans should be filed with the Small Business Administration's field offices. Financial specialists in these offices are available to discuss financial problems with small business owners and managers, and to assist them in preparing and filing loan applications. Additional information on the business loan program is provided in the free pamphlet, "SBA Business Loans," available from field offices located in the following states and cities: Alabama (Birmingham 3); Alaska (Anchorage); Arizona (Phoenix); Arkansas (Little Rock); California (Los Angeles 13 and San Francisco 5); Colorado (Denver 2); Connecticut (Hartford); District of Columbia (Washington 25); Florida (Miami

32); Georgia (Atlanta 3); Hawaii (Honolulu); Idaho (Boise); Illinois (Chicago 6); Indiana (Indianapolis 4); Iowa (Des Moines); Kansas (Wichita 2); Kentucky (Louisville 2); Maine (Augusta); Maryland (Baltimore 2); Massachusetts (Boston 10); Michigan (Detroit 26); Minnesota (Minneapolis 2); Mississippi (Jackson 1); Missouri (Kansas City 6 and St. Louis 1); Montana (Helena); Nebraska (Omaha 2); New Hampshire (Concord); New Mexico (Albuquerque); New York (New York 4 and Syracuse); North Carolina (Charlotte); North Dakota (Fargo); Ohio (Cleveland 13); Oklahoma (Oklahoma City 2); Oregon (Portland 5); Pennsylvania (Philadelphia 7 and Pittsburgh 22); Puerto Rico (Sanjurjo); Rhode Island (Providence); South Carolina (Columbia); South Dakota (Sioux Falls); Tennessee (Knoxville 3 and Nashville 3); Texas (Dallas 2, Houston 2, Lubbock, and San Antonio 5); Utah (Salt Lake City); Vermont (Montpelier); Virginia (Richmond 20); Washington (Seattle 4); West Virginia (Clarksburg); Wisconsin (Madison).

The disaster loan program is discussed in the free pamphlet, "SBA Disaster Loans." Details of the assistance provided small firms wishing to do business with the Government appear in the free booklet, "ABC of Selling to U. S. Government." Both publications are available from the field offices previously listed or the

Small Business Administration, Washington 25, D. C.

Staff specialists in the Agency field offices assist with many types of management problems. Their services are available to established businessmen who have a specific problem or who want authoritative information on various aspects of management, and to persons who are considering starting their own businesses.

The Small Business Administration publishes several series of management and technical publications of value to established or prospective operators of small business concerns. These are:

1. *Management Aids for Small Manufacturers.* This series is designed to supply needed information on sound business administration in small plants. Typical of the leaflets (distributed free, on an individual copy or mailing list basis) are: "Reducing the Risks in Product Development," "Key Factors in Starting a New Plant," "Traps to Avoid in Small Business Management," and "How Business Publications Help Small Business."

2. *Small Marketers Aids.* These leaflets are intended for owners and operators of small retail, wholesale, and service enterprises. Examples of titles (distributed free, on an individual copy or mailing list basis) are: "Appraising the Market for the Services You Offer," "Fundamental Rec-

ords for Small Marketers," "Buying a Small Going Concern," and "Are You Really Service-Minded?"

3. *Technical Aids for Small Manufacturers.* These are distributed free, on an individual copy or mailing list basis, and include such subjects as: "How Good Plant Housekeeping Will Increase Production," "Principles of Plant Layout for Small Plants," and "Modern Welding Methods."

4. *Aids Annuals.* Through this series back numbers of the Aids are made available in permanent bound form. They are sold by the Superintendent of Documents, Government Printing Office, Washington 25, D. C. at the following prices:

Annual No. 1, 1955, 184 pages, 65 cents; Annual No. 2, 1956, 146 pages, 55 cents; Annual No. 3, 1957, 80 pages, 45 cents; Annual No. 4, 1958, 78 pages, 45 cents; Annual No. 5, 1959, 81 pages, 45 cents; Annual No. 6, 1960, 73 pages, 30 cents.

5. *Small Business Management Series.* These are booklets which cover important management subjects, and normally are prepared on a contract basis by recognized authorities in the fields covered. Typical booklets are: "A Handbook of Small Business Finance" and "Guides for Profit Planning." They are sold by the Superintendent of Documents at nominal prices.

(Continued on page 95)

Suggestions for

Promoting Opportunities in Agriculture

H. C. HORSTMAN, Vo-Ag Instructor, Anna, Ohio



Some guidance and promotion from the vocational agriculture instructor before school is out each spring might well be the help for which some confused eighth grader is looking. Why not start right now by collecting some facts about the boys in your department. Find out what they expect to do after graduation.

Reproduce the form below. Have each student check the appropriate blank once each year and keep it filed in the student's record folder. Use this as a basis for your next conference with student and help him in his thinking regarding his future occupation.

You may wish to tabulate these

results on a county wide basis. The information can be used in public relations programs, but above all it will help you in sizing up the needs of your group.

Here are some things you can do for the eighth grade boys. Invite them and their parents in to a "Career" meeting at which you can present the story, "Opportunities in Agriculture." At this meeting show the slidefilm and record, "There Is a Future in Your Farm Background." The slidefilm and record can be secured by your state vocational agriculture department from Robert Adams, Manager, Youth Education Department, National Sales Executives, Inc., 630 Third Avenue, New York 17, New York.

Be sure to have some career pamphlets available for these boys. They are not familiar with opportunities in

SURVEY OF FUTURE OCCUPATIONS FOR VO-AG STUDENTS

Name _____ Year in school _____

List what you most likely will be doing after leaving high school for your life's work. (Make one check under proper year)

	Ag. 1	Ag. 2	Ag. 3	Ag. 4	Total
1. Go into full-time farming	_____	_____	_____	_____	_____
2. Farm part-time	_____	_____	_____	_____	_____
3. Enter Military service as a career	_____	_____	_____	_____	_____
4. Take a job related to agriculture	_____	_____	_____	_____	_____
5. Go to college	_____	_____	_____	_____	_____
6. Take a full-time job not related to agriculture	_____	_____	_____	_____	_____
<hr/>					
Total number of students in class	_____	_____	_____	_____	_____

Please list below the job or college you would like to pursue

- | | |
|---|-------------------------------------|
| (2) Part time job besides farming _____ | (4) Full-time related job _____ |
| (5) Kind of college _____ | (6) Full-time job not related _____ |

LIST BELOW ANY questions you would like to have your teacher discuss with you concerning your future occupation.

- 1.
- 2.
- 3.

agriculture. Most of them feel that you take vocational agriculture only if you intend to farm, be a vocational

teacher, or be a county agent. You can broaden their horizons by having available the following:

1. "I've Found My Future in Agriculture," a booklet you can secure from the Dean of Agriculture of any Land-Grant College.
2. "A Bibliography of Agricultural Opportunities for Use by Teachers of Vocational Agriculture and County Agents." Also an "Alphabetical Partial List of 200 Occupations for Agriculturally Trained Persons, 1958." Both may be secured from Chester S. Hutchison, Assistant Dean, College of Agriculture, The Ohio State University, Columbus, Ohio.
3. A mimeograph of 20 charts entitled, "Is There a Future in Vocational Agriculture?" These may be secured from the Department of Agricultural Education, College of Agriculture, Ohio State University, Columbus, Ohio.
4. Further, you may wish to supplement your meeting with slides of your own department.

Above all, don't beg students to take vocational agriculture. Use the suggestions listed above only as a way of telling students and parents of the opportunities in agriculture. Your administrator and guidance counselor may be of additional help to you. However, you are in the best position to tell prospective students of the need for agriculturally trained people.

Making Vocational Education in Agriculture

More Than a One Gallus Program

JOE R. CLARY, Teacher Education, North Carolina State College

In many communities of our nation vocational agriculture programs remind one of the overalls-wearing farmer with one gallus missing. The other gallus, perhaps frayed and worn, is required to hold up the britches. The effect is a droopy and one-sided garment. Balance can be achieved by adding another gallus.

The program for prospective farmers (the all-day or high school program) has proven to be the gallus pulling the load in vocational agriculture. The result has been one-sided. For example, one state enrolls twice as many high school students as adult farmers in vocational agriculture.

About one-third of the eligible high school boys are enrolled but only about one-sixteenth of the farmers.

How has this come about? Several hypotheses have been made. One hypothesis was that many teachers did little work with adult farmers because they were required to spend too many hours at school. One study revealed that teachers finishing with their all-day classes at 3:00 p.m. or later reported reaching more adults with educational programs in agriculture than did those teachers completing their high school classes between 2:00 and 3:00 o'clock. Another hypothesis was that as numbers

of high school students increased, numbers of adults for whom educational opportunities were provided would decrease. This was not found to be the case. In general, the more boys enrolled the more adults were enrolled too. This is not to imply a cause and effect relationship but illustrates that other factors also play an important role.

A recently tested hypothesis was that a major reason for the lag of adult enrollment was the attitudes toward this phase of the vocational agriculture program held by superintendents, principals and vocational agriculture teachers. The assumption

was that these attitudes determined to a large extent whether the responsibility for this phase of the program was accepted.

The study revealed that most superintendents, principals and vocational agriculture teachers said they believed that public schools had a responsibility for providing educational opportunities for all persons who needed, desired and could profit from such education. However, all three groups saw the major of a vocational agriculture department to be that of teaching vocational agriculture to high school students. The superintendents and principals disagreed with the premise that one of the primary responsibilities of vocational agriculture teachers was teaching vocational agriculture to adult farmers. It was found that the vocational agriculture teachers accepted responsibility for most of the activities concerning the adult education program in vocational agriculture. The superintendents thought other agencies were in far better position to meet the educational needs of farmers than were the public schools through programs of vocational agriculture.

Requisites for Improvement

Vocational education programs in agriculture will continue to be one galled (1) until public school personnel develop a new perspective of the responsibilities of the public schools through their departments of vocational agriculture to provide educational opportunities for adult farmers, (2) until administrators discover and accept their roles in successful programs, and (3) until people—both lay people and professional educators—become involved in determining the

need for and the planning of programs of adult education in vocational agriculture.

Steps in Program Planning

Once the above criteria are met, five steps are suggested for planning successful adult programs:¹

Step 1. *Involve community members in determining the needs of adults in the community for education in agriculture.* Study the community, neighborhood by neighborhood, to determine the needs and interests of adults in the community. Programs of adult education should be based on the expressed needs and interests of the constituents and/or upon those they can be led to recognize.

Step 2. *Involve community members and professional educators in planning the program.* Involvement of community members in planning a program is a learning experience in itself, resulting in their being better able to recognize needs and feeling a much better responsibility for the success of the program.

Step 3. *Formulate specific objectives in order to direct learning toward a desired end.* Since the ultimate end of an adult program is to change the behavior of the adults enrolled, the function of the objectives is to indicate what changes are to be expected. The objectives of the program should be so clearly stated that the behavior change of those participating can be easily recognized.

It may be helpful to consider formulating the objectives into three different classifications: (1) Objectives

¹These steps were taken from a forthcoming publication in North Carolina, entitled: *Planning Adult Education Programs in Vocational Agriculture.*

based on needs and interests of members of the class as *individuals*. (2) Objectives based on the needs and interests of the members of the class as a *group*. (3) Objectives based on the needs and interests of the members of the class as *citizens of the community*.

Step 4. *Design a plan for the program.* The program "design" aids in the establishment of the "climate" for learning. It should be one which facilitates learning and helps the group to more effectively reach their objectives. Perhaps the "design" of the program will be a combination of several approaches.

Step 5. *Plan a system of continuous evaluation.* Evaluation should be a part of each step. The system of evaluation should be continuous and provide for an assessment of the instructor, the participants, the subject matter and the approaches in determining the total impact of the program upon the achievement of the objectives.

Approaches

Many approaches to successful programs will almost necessarily evolve from following the steps listed above. These may include such things as regular classes, short courses, workshops, tours, demonstrations, community development programs, farm mechanics instruction, work with agricultural committees of organized groups and many others. Approaches decided upon other than through some program planning technique may or may not add up to good educational opportunities for adult farmers.

Vocational education in agriculture is more than a one galled program. Let's pull the other galled up! □

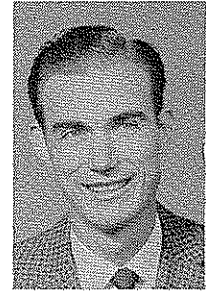
PREPARING COPY FOR THE "MAGAZINE"

1. Always double space articles. Also double space captions for pictures, footnotes, and article titles. This space is needed for editing and for the printer's notes.
2. Provide clear, sharp, illustrative pictures with your articles. An illustrated article is usually more widely read.
3. Do not paste captions on pictures. Simply enclose captions with some identifying number or symbol. Do not use paper clips on pictures because the marks made by paper clips show in the cut made.
4. Check the March and April issues of the **Magazine** for themes. Slant the article toward a theme, if possible. Get copy in to the editor three (3) months before the date of publication.

A Total Program of Vocational Agriculture

—Designed to Meet the Needs of Simpson County

JAMES L. HAMMER, Vo-Ag Instructor, Franklin, Kentucky



Franklin is the center of a prominent farming community in southern Kentucky. Reasons for its agricultural prominence are the good agricultural land and the unified purpose of its citizens in working together for the good of its rural and urban people. A combination of an excellent road system and a small area (1,025 commercial farms) caused Simpson County to be one of the first school districts in the state to be consolidated.

With consolidation in the early 1940s, the program of vocational agriculture experienced a vigorous start, but there was little permanent development during the war years. Following the war, there was the veterans' training program with eight teachers, in addition to the two regular teachers. Three teachers, including myself, have been working in the community for the past twelve years, and are familiar with the needs of the farmers of the county.

The "total program" concept has developed through a thorough understanding and belief of its need on the part of the teachers, superintendent, principal, the board of education, and the advisory council.

High School Program

One hundred and eight boys are enrolled in vocational agriculture; all are Future Farmers. Farming programs of the boys consist of cash crops, one or more major livestock projects, and feed-crop projects. Most boys carry one or more improvement projects in pasture, farm machinery, or land improvement each year along with supplementary farming practices to round out their programs.

The boys are proud of their FFA chapter. The chapter serves the community by training members in leadership, cooperation, and civic responsibility. Its activities have contributed much to the teaching of agriculture through its contests and awards and its dairy and hog chains. The chapter has provided over half of its members with registered dairy heifers or registered gilts through the livestock chains.

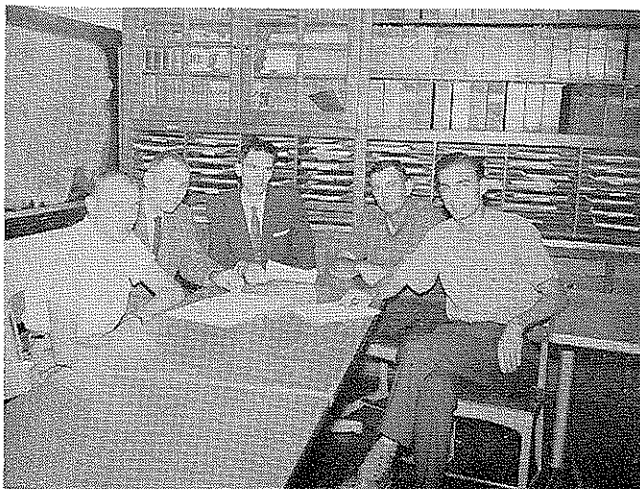
Young Farmer Program

In the "total program" concept there was a felt need for training young men beyond high school. In 1953 a young farmer class was organized; since that time the number

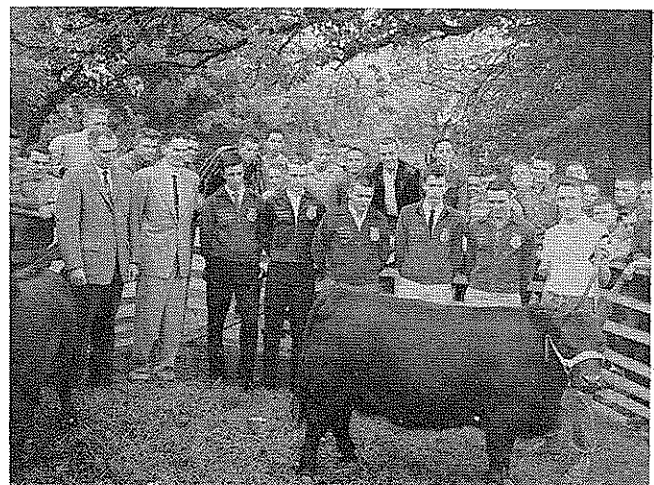
of young farmers enrolled has grown steadily. Twenty-five members of the local group have organized a young farmer chapter which has affiliated with the Kentucky Young Farmer Association. The president of the local chapter is serving as first vice-president of the State Association. The organization has made a significant contribution to the effectiveness of our young farmer program in the county.

Adult Farmer Program

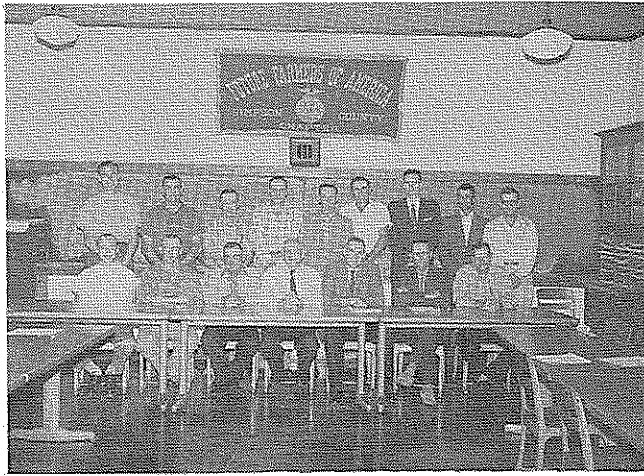
An adult farmer program has been in operation since consolidation in 1940. However, it was not as effective as it should have been because of lack of time to conduct the program. In 1958 Mr. James E. Wright, a former teacher of veterans, was employed to spend full time in adult farmer work. His previous experience with Simpson County farmers gave him a distinct advantage as he enrolled 100 farmers for four classes to be taught in different parts of the county. Each year Mr. Wright organizes and teaches two adult farmer classes in the fall and two more classes in the late winter. He enrolls about 25 farmers in each class and gives



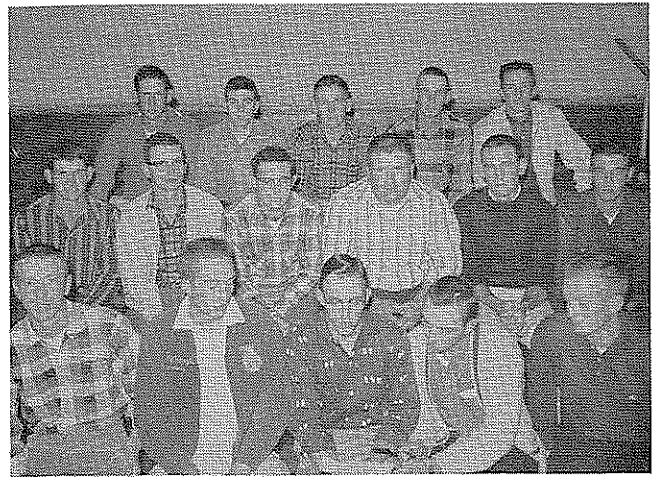
School administrators and teachers of agriculture meet to talk over plans for the total program of vocational agriculture for the county.



The principal and superintendent meet with FFA members to view a demonstration in preparation for the county fair.



The Simpson County young farmer group. They have just completed working out their course of instruction for the year under the guidance of the teacher of agriculture.



Members of the FFA Chapter pose for a picture after making plans for the coming year.

each farmer year-round on-farm supervision.

Use of an Advisory Council

With the adding of a full-time adult teacher to the staff, there was a greater need for an advisory council. The council is composed of farmers and businessmen who study the program and advise the board of education and teachers of agriculture as to the instructional needs of farmers and high school farm boys in the county. The council advises the teachers and the board as to courses to provide, where they should be offered, and individuals to enroll. It helps to recruit individuals who can profit from the courses. The council also helps in evaluating the overall effectiveness of the total program of vocational agriculture and the separate parts of the program.

Serving the Needs

In 1958 vocational agriculture began to serve the farmers and farm boys of Simpson County of all ages in all of the communities. Although the number of farms is decreasing, the

size of farms is increasing. This fact, coupled with the advance in technology in modern farming, has created an ever-increasing need for more training in farming. The total program is now serving an all-time high of 222 farm families.

New Developments

In such a program, there is always an area which needs improvement. At present, our greatest need is in farm mechanics. Upon the advice of the advisory council and action of the board of education, plans have been completed for enlarging the facilities of the agriculture department to include a new farm mechanics shop. This new facility will enable the program of vocational agriculture to expand and better serve the needs of the farm people.

Working with Other Agencies Serving Farmers

Another coordinated effort to serve the needs of farmers is the recent organization of an agriculture council composed of the three teachers of agriculture, the county agricultural

agents, the soil conservationist, the secretary of the Production Credit Association, and three fieldmen of the local dairy companies. The council meets monthly to discuss various phases of the agricultural program in the county, methods employed in making improvements, and agency relationships and to develop, sponsor, and evaluate joint county projects.

In Summary

The Simpson County Department of Vocational Agriculture has made a major effort in supplying the Kentucky Junior Chamber of Commerce with its "Outstanding Young Farmer" for the past three years. These three young men are members of the young and adult farmer classes and include in their number a past president of the local FFA Chapter and a past Kentucky Farmer. The administration, the advisory council, and the teachers are proud of the total program of farmer training. Those responsible for the program are looking forward to being of greater service to the farm people of Simpson County in the sixties. □

FUTURE THEMES

November—Impact of Industrialization on Vocational Agriculture

December—The Effect of Vo-Ag on College Success

January—Is the Farm Mechanics Program Keeping Up?

February—Administering the Vo-Ag Program

March—The FFA, Past and Future

April—The Vo-Ag Teacher's Role in Guidance

May—Planning for the Summer

June—Improving the Quality of Farming Programs

Curriculum Planning and Technical Developments in Agriculture

JOHN K. COSTER, Teacher Education, Purdue University, Indiana



I. Introduction

The point of departure for this paper is the thesis that technological developments in agriculture should be reflected in curriculum planning for vocational agriculture. Few persons would disagree with this statement. Workers in vocational agriculture are concerned, impressed by, and intrigued with the phenomenal, even magnificent, developments in agriculture during the past quarter century. Indeed, the intrigue with modern developments in agriculture is one factor which has prompted the preparation of this article. Too frequently, it would appear, vocational agriculture teachers have become concerned with the intricacies of the agriculture trend or development in itself, and have neglected the more important consideration, at least to the agricultural educator, of how a portion of the aggregate of technical development may result in changes in human behavior.

Curriculum planning is concerned with the processes by which the aggregate of human experience is translated into realized abilities to think, decide, plan, act, perform, or do. The principal and primary source of learning activities in vocational agriculture is the activities in which established farmers are engaging, may engage, or should engage. The selection of a verb form, or verb forms, of course, is contingent upon whether the curriculum planner views vocational agriculture as reflecting current practice in the community or whether, in addition to reflecting current practice, vocational agriculture programs are seen as a vehicle for reconstructing and redirecting the agriculture in the school community. Logic dictates that in the fast-moving pace of American agriculture vocational agriculture dare not deal only with the tried, the tested, the firmly established, and certainly not the outmoded. Rather, *it seems apparent that vocational agriculture should operate at or near the raw fringe of agriculture progress, with adequate safeguards for caution*

and prudence in exploring possibilities for practice.

If curriculum planning may be defined to include both the preparation of guides for curricular experiences—commonly referred to as courses of study—and the selection of an appropriate methodology for translating potential abilities into realized abilities, then it follows that the process of concerting technological developments to curriculum planning may be divided into two parts. First, plans are altered to incorporate the technological development. And, second, methodologies are selected which will engender and enhance the incorporation of the technological development into the sphere of experience of the learner.

II. Modifying Curriculum Plans

With regard to planning curricular experiences, the introduction or potential introduction of a specific aspect of technology involves a shift in the structure of the curriculum plan. This shift in structure may emerge from one or more of three situations. First, a technological development may suggest a potential activity or series of activities in which established farmers may engage, and, therefore, may serve as the basis of instruction to be added to existing courses of study. Second, the new technology may not suggest a new activity but it may alter the significance of an existing activity, and, therefore, alter the relative importance of a specific unit of instruction. Third, the new technology may neither alter the existing structure of units of instruction nor the relative importance of these units based on the relative importance of the activities from which the units were derived, but it may add to the technical content of existing units of instruction.

1. As an illustration of the first order consider the introduction and development of the farm-sized welder. Units of instruction pertaining to welding have been added to courses of study in vocational agriculture

during the past fifteen or twenty years. The development of farm-sized welders and the possibilities of their use have brought forth decision-making activities pertaining to deciding whether to purchase a welder, and motor activities pertaining to developing welding skills. These activities have served or may serve as the bases of units of instruction to be added to courses of study.

2. For an example of changing the relative importance of units, consider the activity of preparing the seedbed for corn. For a given community, the practice preparing the seedbed gradually emerges from a series of trials and errors in the community. Such questions as how deep to plow, the number of tillage operations, and the depth of planting gradually are resolved in terms of local conditions. Unless units pertaining to seedbed preparation can be integrated with units dealing with maintaining tilth and fertility of the soil, it is doubtful that the actual seedbed preparation in itself suggests activities and hence units of instruction sufficiently challenging to merit extended treatment in vocational agriculture classes. But recently the possibility of minimum tillage practices has come into the farm picture. And regardless of whether these practices are widely adopted, the introduction of the minimum tillage concept alters the relative importance of the units pertaining to preparing the seedbed for corn. The vocational agriculture teacher, it would seem, is obligated to divert time from existing units of instruction to helping students decide whether to adopt minimum tillage practices. The technical developments which lead to providing for additional power on farms to facilitate the minimum tillage operation, therefore, have altered the relative importance of units of instruction, and, consequently, may alter the courses of study.

The development and establishment of services available to farmers in a given community also affects the planning of courses of study in voca-

tional agriculture. Generally, but not always, the services pertain to agrarian skills related to farm production. With the increased availability of the services, emphasis in curriculum planning is shifted from developing proficiency in the skills, to helping farmers and prospective farmers decide how these services may be used efficiently. Units of instruction may be added to courses of study which actually relate to consumer education. As an example, consider the relatively common practice of side-dressing corn with nitrogenous materials. Proper side-dressing of corn is contingent upon the availability of equipment not generally owned by the farmer. The introduction of the side-dressing possibility suggests a series of activities dealing with determining rates of application, deciding what materials to use, determining when the materials should be applied, and supervising the application of the materials. The development of artificial insemination also represents a technological development which has resulted in or should result in modifications in curriculum planning. Where once considerable emphasis was placed upon selecting and managing the herd sire, now importance must be attached to helping students develop abilities for utilizing artificial insemination services available in the community.

3. In the third instance, only the content of units of instruction may be changed due to technological developments. The invention, experimentation, adaptation, and utilization of research dealing with food additives, for example, have led to consideration of these additives in deciding what to feed livestock. The establishment of a soil testing laboratory at Purdue University has modified soil testing and a fixed number of periods available to the teacher for operating his instructional program, the introduction of new practices, results, data, and other modifications, leads not only to modifications in units of instruction to be offered, but also to changes in the proportion or the amount of time to be devoted to each unit of instruction. Constant culling of units of instruction, therefore, is as essential to the efficacy of the vocational agriculture program as constant culling of low producing livestock is to the efficacy of farm operation. Usually, but not always, the technological development in itself suggests the units which may be eliminated or reduced in importance. For example, as farms

become more highly mechanized, with attendant emphasis placed upon the use of metals, the relative importance of rope on the farm is diminished. As more time is devoted to welding, less time, therefore, may be assigned to units pertaining to tying knots or splicing rope. As more emphasis is placed on production records as a basis for selecting breeding stock, less emphasis and, therefore, less time, may be given to selecting breeding stock by inspection.

III. Facilitating Changes In Behavior

The march of events in agricultural progress reaches the point of fulfillment in the intellectually guided action of the individual farm manager. And as long as the production of food and fiber in the United States of America is the output of some four million relatively independent units of production, it seems apparent that the actuation of change will continue to be lodged with the individual farm manager. At least it will be lodged with the farm manager who assumes the role of innovator in the march of progress. Less intelligent action is reflected in the delayed reaction of the imitator.

The foregoing generalization serves as a basis for selecting methodology to bring technical change into fruition. If the tenet that the actuation of change is the result of completion of reflective thinking is accepted, then, since reflective thinking infers a problematic situation, it follows that the methodology for facilitating change centers in directing problem solving. Viewed in this manner, the teacher becomes an instrument in agricultural progress through facilitating the thought processes which result in intelligent action. And in his role as facilitator—as contrasted with the roles of the researcher as the experimenter and the role of the farmer as the innovator and actuator—the teacher directs his attention to both the intellectual and the emotional aspects of change. Thus, not only is the teacher concerned with helping students make a decision regarding change, but, fully as important, he is concerned with the affective behavior—i.e., feeling and emotional activity—pertaining to change. And research supports the generalization that changes in attitudes do not necessarily follow changes in knowledge.¹ To know,

therefore, is not necessarily to feel, to accept, or to believe. Nor is to know necessarily to act.²

Once the teacher, in consultation with his curriculum advisers—both lay and professional, has decided to effect a change in his course of study, he then sets into motion a series of events or steps designed to lead to action based on the application of intelligence on the part of his students. The problem, based on any potential for change, may be stated simply as "Should I make a change?" or "Should a change be made?" The source of the problem is the contrast in attention of the learner; that is, the con-interpretation. Fifteen years ago, much attention was directed in vocational agriculture to collecting soil samples, testing soils in the school laboratory, and interpreting results of tests made locally. Now, attention is or should be directed to taking samples properly, to labeling the samples accurately, to filing a complete history of the crops grown on the field from which these samples were taken, and then, to interpreting the recommendations of experienced Purdue soil specialists. The development of more refined techniques for quantifying animal production—such as weight test on beef animals and swine—has led to the possibility that less time may be devoted to selecting breeding stock by inspection, and more emphasis may be placed on selecting breeding stock by compiling, examining, and interpreting records of performance.

The dynamics of technical change results or should result in crescendo and diminuendo in emphasis on units of instruction as the element of change emerges from the plots or pens of the researcher, is subjected to pragmatic tests on farms, and is adopted or adapted as part of accepted farm practice. This is true regardless of whether the element of change relates to decision making or habit formation. Prior to the introduction of hybrid seed corn, for example, the major problem was that of selecting a strain or type of corn to grow. In vocational agriculture classes, considerable attention was given to helping students develop the ability to select seed corn from standing stalks. When hybrid seed corn was introduced, a new problem was created, that of deciding whether to raise

¹Cf. C. R. Pace, "Relationship Between Liberalism and Knowledge of Current Affairs," *Journal of Social Psychology*, 10:247-58, May, 1939.

²Cf. E. B. More, "A Study of Scientific Attitudes as Related to Factual Knowledge," *The School Review*, 38:379-86, May, 1930.

Are You Getting Ag Publicity?

CARL O. WESTBROOK, Vo-Ag Teacher, Ysleta High School, El Paso, Texas



A press agent for a Hollywood star once said, "bad publicity is better than no publicity at all." He had a point, but we teachers of vocational agriculture certainly don't need any bad publicity. If we are not on our toes, we will get enough of that anyway.

I once had a school administrator tell me, "I have an agriculture teacher that is doing an outstanding job, but he won't tell anyone about it. I am forever having to sell his program for him to my school board. By getting articles and pictures into the paper, he feels that people will get the impression that he is just tooting his own horn." It's true, a few people might get this idea, but for the most part, the general public is more interested in what our FFA boys are doing than in who submitted or prepared the news article. Then too, it's been said "if you don't toot your own horn, nobody will toot it for you." I am not so sure but what we vocational agriculture teachers don't need to do more tooting our own horns. It might result in a much better public relations job in our local schools and communities.

As agriculture teachers, we owe it to our schools to get all the good pictures and stories in the newspapers as possible. We owe it to our taxpayers to let them know what kind of a program their tax dollars are

buying. We owe it to our students to help them get all the good publicity possible, because it is a means of creating and maintaining interest in their individual project programs and in our FFA organization.

Newspaper articles are the best means I know of to give the agriculture students personal recognition. There are always a group of boys that don't play football or basketball for various reasons. Many of these boys would go through all four-years of high school and receive little or no recognition if it were not for their FFA activities and project programs.

It's only human nature that nearly everyone likes to see his picture or name in the newspaper. If you don't believe this, just ask the sponsor of your local school paper. One of the first things my students look for when the paper comes out is to see if their name made the issue. As their agriculture teachers, let's help them make the paper. Every time we do, we are solidifying our program.

We can all remember back to our college days when we were taught the importance of selling our program to the administration, the schoolboard, and the community. There are many ways to do this, such as a good adult class or through community service work. However, I feel that the easiest and fastest means of selling our program is the one that will reach the most people. To me this means articles and pictures in our local newspapers.

We should remember this thought, "You have to be doing something to get publicity; you don't get good publicity when you aren't doing anything." So if you are doing a good job, why not let others know about it? Look at it another way, you may even



An FFA member looks over some of the publicity received during FFA Week.



Ysleta FFA Reporter, Joe Campbell, cuts out news articles for the FFA Scrapbook.

be protecting your own job or maybe even saving the agriculture department in your school. In some schools the need for maintaining a vocational agriculture department must continually be proved. It's up to the teacher to show this need and your local newspaper is one of the best means to help you do it.

In general most vocational agriculture teachers are doing a fine job of teaching and helping to promote better communities in which they live, but not enough of them take the time to tell the public about it. Too many of us have spent days working on worthy projects and then not take fifteen minutes to take a picture or send in the facts to the local paper.

For several years, I was fortunate enough to have my FFA boys names and pictures in the papers and magazines much more often than the football and basketball teams of my school. Don't get me wrong, I am far from being against a good athletic program. In fact, I think every agriculture teacher should be one of the best sports fans in the school system. It's just a normal thing that most school publicity is centered around

athletics. The agriculture teacher does not have to compete for publicity with any department in the school. In fact, it's not a matter of competition at all. Most school administrators welcome good publicity from all departments of their schools. The newspaper editor, too, is interested in who, what, where, and when in all activities from the school that are news-worthy.

Some of the things that have worked for me have been the use of the official FFA scrapbook as a focal point of our publicity efforts. We bring the scrapbook up to date each week and we feel disappointed if a week passes without at least one clipping to paste in it. I might add that this hardly ever happens. You would be surprised at how much interest and pride the boys take in thumbing through it and showing it to our visitors. At the end of the school year the scrapbook becomes a wonderful permanent record of chapter activities.

Another idea that I found useful was each week I would take fifteen minutes of a class period and let each boy list all the events of the past few

days and of events coming up that might make good news articles. These lists would usually have some repetitions, but they will surprise you at times on how many likely news stories pop up. We then have the publicity committee screen them and select the ones best suited for shaping into acceptable news articles.

Other things that will help any teacher in getting publicity is to always keep a camera handy for pictures of projects, important visitors, father-son-banquets, FFA meetings, and special events. Next, get to know your local newspaper editor and farm editor of your nearest city newspaper. Be on good public relations terms with the sponsor of your local school paper and its staff. Above all, respect the deadlines of school and weekly publications. Prepare the copy in a neat orderly form, preferably typewritten and double spaced. Invite newspaper, radio, and TV people to FFA functions and give them special recognition. This will pay handsome dividends. In short, publicity is just another form of good public relations which is a perpetual task. □

Curriculum Planning—

hybrid or open-pollinated corn. Gradually, as the superiority of the hybrid corn was demonstrated, both units of instruction pertaining to selecting seed corn from standing stalks and deciding whether to grow open-pollinated or hybrid corn were eliminated from courses of study. The problem was reduced to selecting an appropriate hybrid for a specific farm in a specific community.

Much the same was true during the transition from animal power to mechanized power. Before the farm-sized tractor was developed, units dealing with power pertained to selecting draft horses. As tractor power was introduced, a new problem also was introduced into the curriculum plan: deciding whether to use animal power or tractor power. Gradually this problem was resolved in favor of tractor power. Both units of instruction pertaining to selecting draft horses and pertaining to deciding whether to use animal or tractor power have been eliminated in most areas from the courses of study. Before caustic and the electric dehorner were introduced as devices for dehorn-

ing calves, the commonly accepted procedure of dehorning was the use of the cutting equipment. At the time the newer methods of dehorning were introduced, a problem also was introduced, that of deciding the method by which calves could be dehorned. As the new method became firmly established and accepted in the community, the decision making unit or portion of the unit was eliminated, and the teacher could concentrate on the habit formation pertaining to using the new procedure.

These selected activities illustrate the crescendo-diminuendo effect of change on planning units of instruction. As an old practice, solution, or notion is challenged, the time devoted to the unit related to the activity is increased. As the change becomes firmly established, the relative amount of time to be devoted to the unit or units associated with change, generally, may be decreased.

These examples suggest that courses of study for vocational agriculture must be dynamic, ever-changing in nature. Curriculum planning is bound by practical limitations of time. With contrast between whether the existing

mode of operation should be continued or whether change should be instituted. The teacher's responsibility in directing the problem solving may be divided into four parts.

1. The teacher is responsible for bringing the potentiality of technical change to the attention of his students. This means that the teacher must be ever alert to the product of technological process so that he can be in a position to introduce the potentialities to the sphere of experience of his students.

2. The teacher is responsible for assisting his students in defining the problem and analyzing the potentialities suggested by the problem.

3. The teacher is responsible for marshalling, presenting, analyzing, and clarifying data pertaining to the problem. It is not essential—indeed, it is not likely—that the teacher have command of all facts pertaining to the change. For this step, therefore, the teacher may turn to persons who are more knowledgeable and experienced in the area suggested by the problem than he.

GEORGE P. DEYOE

Dr. George P. Deyoe, Professor of Agricultural Education, University of Illinois, died on July 14, 1961, following a heart attack. He was 60 years old.

His many contributions to agricultural education during a career extending over 38 years are well known. He served as teacher of vocational agriculture at Belle Plaine and Vinton, Iowa, 1923 to 1927. From 1928 to 1937 he was a teacher of agriculture, science, and education at the State Teachers College, Platteville, Wisconsin. From 1937 to 1947 he was a member of the staff in agricultural education at Michigan State University. He had held his latest position since 1947.

He grew up on a farm near Mason City, Iowa. His undergraduate work was done at Iowa State University. He received the master's degree from the University of Chicago and the doctor's degree from Teachers College, Columbia University.

His best known books were *Farming Programs in Vocational Agriculture*, *Agriculture in Our Lives*, *Living on a Little Land*, and *Raising Swine* (with Krider). He was a frequent contributor to the *Agricultural Education Magazine*, his latest being an article to be printed in the December, 1961, issue. He has been, for several years, the member of the Editing-Managing Board of the *American Vocational Journal* representing agricultural education. He has also been a member of the Editing-Managing Board of the *Agricultural Education Magazine*.

He had advised many doctoral students, who are now widely scattered throughout the world. In recent years he had been the special adviser to foreign and out-of-state students. Some of his strongest ties were with students and former students from other countries.

His wife, Mrs. Edna Zimmerman Deyoe, died on July 31, 1960. He is survived by a son, John Deyoe, a student at Eastern Illinois State College, and two sisters, Mrs. Marion Sweetman of Storrs, Connecticut, and Mrs. James Campbell, Mankato, Minnesota.



**Canada
Chairman of
Editing-
Managing
Board**

Ralph Wesley Canada was born March 29, 1907, near Bertrand, Nebraska. He was reared on a general livestock and grain farm of 486 acres. He was graduated from Bertrand High School in 1923, and from the University of Nebraska in 1933 with a Bachelor of Science in Agricultural Education. In 1945, he received the M. Ed. degree from Colorado A. & M. College at Fort Collins, Colorado, and the Ed. D. from the Pennsylvania State University in January, 1954.

He taught from 1923-29 in the rural schools of Nebraska; was Superintendent of the Filley Consolidated Schools at Filley, Nebraska, from 1933-36; taught vocational agriculture in the high schools of Holdrege and Crete, Nebraska, from 1936-41. He also served as a supervising teacher during the four years spent at Crete, Nebraska. He was County Rural Rehabilitation Supervisor with the USDA Farm Security Administration for a period of time. He was Assistant State Supervisor of Food Production War Training programs in the Nebraska State Department of Vocational Education from 1941-45, and Professor and Head of Agricultural Education section at Colorado State University from September 14, 1945 to date.

He served for a period in 1948 as consultant in Vocational Agricultural Education in the Civil Information and Education Section of G.H.Q. of the Supreme Commander of Allied

The members of the staff of the Division of Agricultural Education, College of Education, University of Illinois, and all people connected with agricultural education have lost a most capable colleague and a warm and helpful friend.

H. M. Hamlin, Chairman
Division of Agricultural Education
College of Education
University of Illinois

News and Views of the Profession

Powers, Tokyo, Japan. During 1957-58 he served as a member of a three man team of Vocational Education consultants working with the Italian National Ministry of Education working in the area of implementation of teacher training programs in Vocational Education. He has served as a member of the Managing-Editing for a full term of four years concluding his present term as chairman of the board in 1961.

He has a wife and one son, Brian, who is a sophomore attending Colorado State University.

He is a member of Pi Kappa Delta, Gamma Sigma Delta, Phi Delta Kappa, Alpha Tau Alpha, A.V.S., NVATA and Colorado V.A.T. Association. □

**Agan Elected to
Editing-Managing Board**



R. J. Agan

R. J. Agan was elected by the Central Region to the Editing-Managing Board of *The Agricultural Education Magazine*. He replaces Harold B. Taylor of Indiana.

Dr. Agan is Head of the Department of Agricultural Education, Kansas State University.

Agan is a native of Iowa, having been reared on an Iowa farm. He earned the Bachelor of Science degree at Iowa State University in 1940 and the Master's degree from the same institution in 1950. He taught vocational agriculture in Iowa. From 1950 until 1953 he taught vocational agriculture at Nebraska State Teachers College. In 1953-54 he was graduate assistant in agricultural education at the University of Missouri where he received his Ed.D. degree in 1955. He was appointed assistant teacher trainer at Oregon State College in 1954. In 1958 he accepted his present position.

Agan married Mary Lou Boyce during his senior year in college, having courted her since high school days. The resulting family, now two teenagers, has kept Agan aware of the problems of parental guidance. Charla

Jo, age 19, is a sophomore at Kansas State University majoring in Physical education who plans to specialize in physical therapy. John, age 15, is a sophomore in high school who has plans to take over the home farm in Iowa upon graduation in agriculture from Kansas State. Mrs. Agan is active in church women's work holding a regional administrative office. For hobbies, the Agans enjoy traveling, picnics, barbecuing, and bridge. □



**Robert
Taylor
Joins Ohio
Ag Ed Staff**

Robert E. Taylor, State Supervisor of Agricultural Education of Arizona, joined the staff of the Department of Agricultural Education on July 1, 1961. He will give leadership to the development of a program in the broad area of state supervision and administration of vocational education in agriculture.

Mr. Taylor, 33 years of age and married, was reared as a farm boy in Oregon. He received both his Bachelor's and Master's Degrees at the University of Arizona and also attended Texas Western College and Arizona State University. He will complete his doctorate degree at The Ohio State University during the Autumn Quarter.

As a youth he was President of the Oregon State Association of the Future Farmers of America as well as National Vice-President. Prior to his service as state supervisor which position he has held for the past five years, he was a teacher of vocational agriculture and an assistant state supervisor as well as the Executive Secretary of the F.F.A. in Arizona.

Mr. Taylor has been a member of the National Board of Trustees of the F.F.A. and has also represented the Western Region as an Editor of the *American Vocational Journal*. Recently, he served as chairman of a committee to explore possibilities and plan a second in-service education workshop for supervisors of voca-

tional agriculture. Mr. Taylor is a member of Alpha Zeta, Alpha Tau Alpha, Gamma Sigma Delta and Phi Delta Kappa. He has been an active participant in many vocational and educational associations. □



**Gray Is
Head at
East Texas**

Dr. Jarrell D. Gray has been appointed head of the Department of Agricultural Education at East Texas State College, Commerce, Texas.

For the past six years, Dr. Gray has

been a member of the Department of Agricultural Education at Texas A. and M. College. During this time he has done graduate and undergraduate teaching and served as subject matter specialist for the department. He has also co-authored a book, *LEADERSHIP TRAINING AND PARLIAMENTARY PROCEDURE FOR FFA*, published by Prentice Hall. In addition, he has written numerous articles for professional and farm magazines, many of which were for the *AG ED MAGAZINE*.

Dr. Gray is a native of Arkansas and a graduate of the University of Arkansas. From here he received his Doctor of Education Degree in 1955. He taught vocational agriculture at Jacksonville, Arkansas for six years during which time he coached three state winning teams in parliamentary procedure. He also had state winners in livestock judging, farm safety and dairy production. □

◀ TIPS THAT WORK ▶

A Native Grass Display Plot

A "Native Grass" display plot in the heart of downtown Hebron is creating much interest in this community of 2000 people. The grass plot is a cooperative project between the Thayer County Soil and Water Conservation District, the Thayer County Extension Service, and the Hebron FFA Chapter. The grass sod, in 18" by 36" strips, was located near Hebron by Harry Bell of the Soil Conservation Service, and sodding operations by the Hebron FFA Chapter were supervised by Jim Albracht, the local vocational agriculture instructor. The ten varieties used are the most important and adapted grasses in the community. Switchgrass, Indian grass, Big Bluestem, Little Bluestem, Sand Lovegrass, Sideoats Gramma, Blue Gramma, Buffalo grass, Western wheatgrass, and Brome grass are the varieties used in the demonstration.

In November during Farm-City week one of the voc. ag. classes invited the businessmen to be their guests for a grass identification contest, and a description of each of the grasses in the plot given by class members. Herb Davis of the SWCD then discussed the local importance and adaptation of each grass. Local

seedman Ralph Hawkins won the identification contest, and donated a vial of seed to be displayed with each variety of grass in the plot. Local banker J. R. Kenner donated the material for a permanent sign for each grass. The signs were made in the ag shop, and along with an Official Chapter sign now identify the plot. Recently the Hebron Adult and Young Farmer classes visited the plot to be given a description of each grass by Dick Jiskra, local SWCD technician. The plot continues to acquaint people with the best adapted grasses for the Hebron community. □

James J. Albracht
Voc. Ag. Instructor
Hebron, Nebraska

Illustrated Directory

A fifty-four page Illustrated Directory is now being used by the Wisconsin Instructors in Vocational Agriculture. The booklet is 3½ by 6 and contains the pictures, names, and addresses of the members of the Wisconsin Association of Vocational Agriculture Instructors. The first edition is dedicated to Mr. L. M. Sasman, retired Chief, of Rural Vocational Education.

Realizing that the first step in good public relations is to know your fellow members better the Association

voted to publish the Directory. Walter L. Hansen, Past-President of the Association assembled the materials.

Copies are available to anyone mailing \$2.00 to Walter L. Hansen, Instructor in Agriculture, Spring Valley, Wisconsin.

Present plans are that the book can be kept current by making yearly changes and printing each year. It is estimated that the cost of the second printing will be less than one-half of the original cost and will be incorporated in the annual budget.

Walter L. Hansen,
Vo-Ag Instructor
Spring Valley, Wisconsin



THE CHEMISTRY AND TECHNOLOGY OF FERTILIZERS, edited by Vincent Sauchelli. Published by Reinhold Publishing Corporation, Park Avenue, New York 22, New York, 692 pp. Price \$18.00.

This book, which contains 24 chapters, was written by 27 representatives of leading chemical corporations in this country. The title describes the nature of this book. It presents a complete and detailed account of the fertilizer industry.

The sources, methods of obtaining, and the mixing of the three primary plant nutrients are covered in detail. Minor and secondary elements are also included. Chemical reactions involved in caking, drying, and cooling of fertilizers are described. The latest information on liquid fertilizer is presented.

This book is broad in scope and is up to date. The content is supplemented with recent photographs and numerous drawings. It is designed for those engaged in some technological phase of the fertilizer industry. It should be of special value to chemists, chemical engineers, and those charged with management responsibilities in the production of chemical fertilizers.

F. E. Kirkley
Teacher Education
Clemson College
Clemson, South Carolina

SOILS: AN INTRODUCTION TO THE SCIENTIFIC STUDY OF THE SOIL by the late Norman M. Comber, and revised by W. N. Townsend. Published by Edward Arnold (publishers) LTD, 225 pp. 1960.

This book is on the scientific study of soil. The author says that the book was written for agricultural students and should be of service to horticulturists, ecologists, and others who seek some general account of the present conception of soil. Considerable attention has been given to the chemical properties of the soil.

The text treats in a very technical way soil minerals, water, organic matter, soil classification, fertility, soil mapping, and soil analysis and field experimentation. This would be a good book for college students, especially, persons doing graduate work in soils.

The book is well illustrated with tables and charts. It is written on the level of college students; however, it could be used as a reference for teachers of vocational agriculture.

Mr. Townsend is a lecturer in Agricultural Chemistry at the University of Leeds in London. The late Norman M. Comber was professor of Agricultural Chemistry and Head of the Department of Agriculture at the University of Leeds.

William Judge
Supervisor
Agricultural Education
Kentucky

Help for the Vo-Ag—

6. *Starting and Managing Series.* The first booklet in the new series is titled, "A Small Business of Your Own." It may be obtained from the Superintendent of Documents at 40 cents per copy.

7. *Small Business Bulletins.* These leaflets are distributed free by the Small Business Administration. Typical bulletins of possible interest to the vo-ag graduate who wishes to establish his own business are: "Retailing," "The Nursery Business," "Recordkeeping Systems—Small Store and Service Trade," "Grocery, Meat and Produce Stores," "Frozen Foods and Lockers," "Plumbing and Heating Job Shop," and "Woodworking Shops."

It would seem that vocational agriculture teachers, teachers of business subjects, guidance counselors, school administrators, and others might find it educationally profitable to encourage prospective businessmen to become thoroughly familiar with the help available from the Small Business Administration. □

Curriculum Planning—

4. The teacher is responsible for guiding the thinking of his students as tentative decisions regarding the change are reached. The decisions, stated simply, are to adopt, adapt, or reject. The important point to consider here is that if the thought process has been complete, the decision to reject may be fully as intelligent as the decision to adopt or adapt.³

Concomitant with the directing of problem solving is the direction of feeling and emotional activity pertaining to the element of change. It is at this point that the vocational agriculture teacher may function most effectively in facilitating progress. Residing as he does in the school community, knowing personally his students, and being familiar with their farms and farm operations, he, perhaps more than any other professional agricultural worker, is in a position to create the type of social-psychological environment which is characterized by willingness to consider change, and more importantly, to translate change into action.⁴

The focus of attention is on the individual and the primary concern with the development of human abilities, rather than the technical change in itself. Gradually as the members of a class form a group, the attitudes of willingness to consider, weigh, ponder, debate, and reflect demonstrated by the teachers are adopted by class members. The teacher should ask for no more. If he can help his students develop or adopt a scientific attitude toward change, if he can help them consider the possibilities of change, then he has progressed far in facilitating change.

The extent to which the vocational agriculture program becomes an instrument in agricultural progress, then, is determined (1) by the alertness of the teacher to capitalize on agricultural developments and to introduce the element of change into the sphere of experience of the students as potential problems, (2) by the modifications in affective behavior engendered by the teacher, and (3) by the extent to which the intellectual activity of students is translated into actual changes in farming. □

³Cf. J. Dewey, *How We Think* (Revised edition; Boston, D. C. Heath and Co., 1933), pp. 107-118.

⁴Cf. G. W. Allport, "Attitude" (in C. Murchison, *Handbook of Social Psychology*; Worcester, Mass.: Clark University Press, 1935), pp. 798-844.

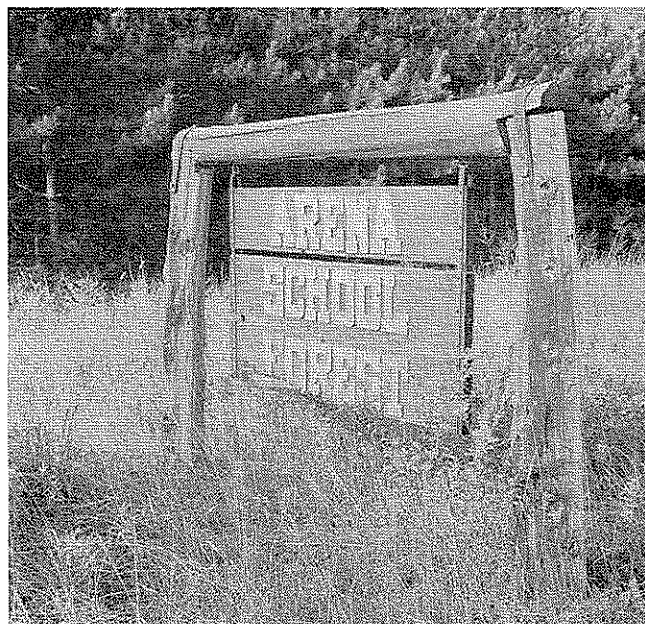
Stories in Pictures



"Tug of War." This tug of war took place at the Central Regional Meeting of the California Agriculture Teachers Association. At the time the teachers meet, the Future Farmers get together and hold their Regional Public Speaking Contest. All contestants and other Future Farmers who participated in the activities enjoyed a Bar-B-Que luncheon. In the afternoon they matched their power against the power of the ancient monolith tractor. Last year in the same contest the students outpulled the tractor; however, cleats were added to the wheels of the tractor for this year's contest and the tractor won.



This group of men sponsored a Land Judging Contest for the District FFA Meet at Belgrade, Montana, on March 24, 1961. In charge of the program was the County Agent assisted by members of the Soil Conservation Service. Persons left to right include: Frank Westfall, Vo-Ag Instructor, Deer Lodge; Ralph Mowery, Vo-Ag Instructor, Manhattan; Dana Schrupp, Gallatin County Agricultural Agent who helped arrange the program; John VanDaveer, Vo-Ag Instructor, Belgrade; Charles Krall, Work Unit Conservationist, SCS, State Gallatin County Soil Conservation Service; Fred Boettcher, Soil Scientist, Gallatin County Area; and Vince Keogh, Vo-Ag Instructor, Whitehall.



School forests are an important part of the program of many vocational agriculture departments in Wisconsin. They provide opportunity for study of woodlot management, tree and lumber marketing, planting, and pruning. The Arena School Forest was one of the early ones started through cooperation of residents of the district with Ivan Ley, instructor in agriculture, and Fred Trenk, extension forester of the University of Wisconsin.