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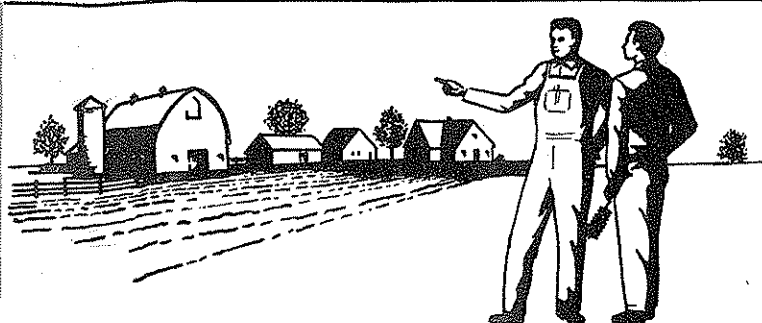
NUMBER 5



Picture legend, page 100

*Featuring—*The Impact of Industrialization
on Vocational Agriculture

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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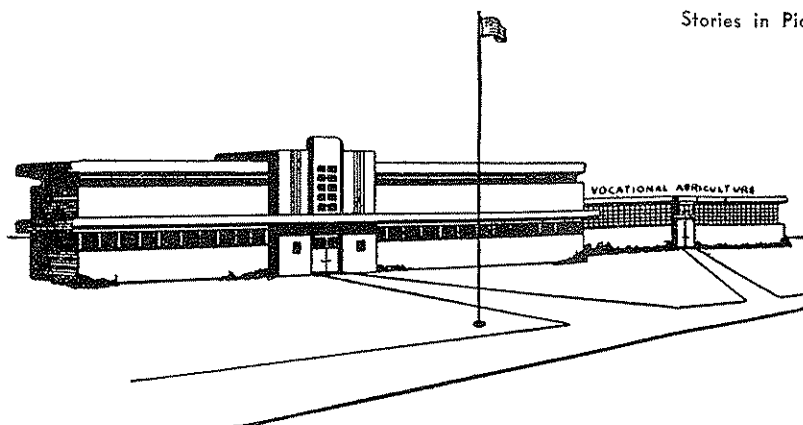
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Guest Editorial . . .

Vocational Agriculture in the 60's

R. W. MONTGOMERY, Teacher Education
Auburn University, Alabama

As this goes to press, there is talk of a breakthrough in program projection in vocational agriculture that promises to free it of its narrow definitions, interpretations and policies that have seriously handicapped its continuous development. It is hoped that the White House Advisory Committee will be liberal enough in its definitions and policies that program adjustments and creations at the local level will never again be "choked."

There are so many conflicting socio-economic factors and pressures that it is impossible for anyone to predict with certainty what agriculture will be like in 1970. About the only certainty is that it will be different, and that it will be big business. The economist predicts large commercial farms with high specialization. The sociologist is likely to point out counter factors as he looks at the fact that industry too is going to automation which results in overproduction, unemployment retraining, oversupply of unskilled labor, the youth problem, and the aged problem. *The New Frontier* program already is talking of a youth conservation corps. The farm as a home for the aged has been discussed. Part-time farming has proven satisfying for many people. The family farm has not yet yielded to economic pressure. The love for the soil and to see things grow still attracts many people. Many seem to be content with a mere living if they can only stay on the soil. This is enough to illustrate the point that there are too many conflicting factors for any great certainty in predicting the future. Any program for education in agriculture must be broad and flexible if it is to meet the needs of a dynamic society.

Let us look at agriculture as it is today. Until recently agriculture and farming were almost synonymous. Today farming is employing fewer people than are services and processing and distribution—three major divisions of the field of agriculture. Agriculture is not just an occupation, but a whole family of occupations. The same could be said about farming alone. There is more difference between some farming occupations than between some farm and non-farm occupations (an insecticide salesman and truck farmer have more in common than do the cotton farmer and the truck farmer). Why do we make such an issue about farming and related occupations? There

(Continued on page 100)

WHITHER BOUND

When Woodrow Wilson signed the act
Which spread the teaching role
In farming and related arts,
Production was the goal.

Demands in world and local needs
For fiber, tools and food,
Brought pressures to learn vital skills
And sparked the learning mood.

Then came the drive to grow two blades
Where one had grown before—
To get more milk per pound of feed,
And labor turn out more.

So science settled down to work
For better genes and skills,
And thus the teacher got new ways
To ease the farmer's ills.

But those two blades and sacks of grain
Produced from shore to shore,
Soon filled the bins and market place
With each year more to store.
Then management rose up to ask
Why grow beyond demand?
Match crops to soil, and feed to stock,
And limit use of land.

I well recall the day when I
Would load a home grown crop,
And take the city, street by street
With every house a stop.
But such direct consumer reach
We've left behind a mile;
We want food fixed to cook or serve
In supermarket style.

We used to fight farm fires best
With buckets in brigade,
And now the shop assembly line
Has grabbed that trick of trade.

It seems that every actor must,
Know well his place in line,
But for most help he also must
See through the whole design.

How then shall Vo-Ag hold its place
Mid all this shift and change,
Except to teach the willing ones
What they find fit but strange.
And help them see the whole array
Of Agriculture's role,
Then find their niche and launch their ship
And paddle toward their goal.

A. J. Paulus, Tennessee 8-14-61

Vo-Ag in the 60's

is a common or basic education in agriculture that is needed for a wide range of occupations under the "agriculture umbrella."

There seem to be at least four basic emphases that should be considered in projecting vocational programs in agriculture at the high-school level: (1) The changing and expanding nature of employment in agriculture points to the need for better *guidance*. (2) *Mechanization* is so much a part of agriculture, as well as of our total culture, that no one can claim a liberal education without some basic understanding of the field. Machines are the big factors in our miraculous production. Farm mechanics must be a major emphasis in our agricultural education program. (3) These machines cost money—as does most everything else today. The importance of *agricultural economics* in our educational program is obvious. (4) The farmer of the future, as well as those in all areas of agriculture, must have a basic foundation in the *application of the basic sciences and principles* to the agricultural enter-

prise if he is to be able to keep up to date in this dynamic field through adult education programs.

There are many other factors that should be considered in redefining the kind of educational program we need in agriculture for the future. (The supervised farming program should be adjusted to changing purposes, including the nature of "establishment" where large outlay of capital is needed, plus the when, what and how in training for many "related occupations," etc.) When our best minds have considered all of the factors possible, they cannot continue to give a narrow definition for a program so complex as agriculture and expect it to meet the needs of all kinds of communities over a long period of time. Let us hope that the program will be broad and flexible.

It is the opinion of the writer that the main purpose of vocational agriculture at the high school level should be to develop people with a foundation or basic education in agriculture that is necessary for vocational success in a wide range of farming and agricultural endeavors, with increasing emphasis on specific areas as the

student progresses. The main purpose at the adult level should be to give rather specific vocational education to develop people already engaged in agricultural occupations to the extent that they become increasingly proficient in defining and solving the problems they encounter. □

The Cover Picture

This month's cover picture was sent in by R. D. Walen, Vo-Ag instructor, Tolt High School, Carnation, Washington. It was not intended by Mr. Walen to be a cover picture, but was included among some others for the "Stories in Pictures" page. The editor got a chuckle out of the picture and felt that each reader might do the same.

The picture shows little Mike Walen leading a "cow" in the local 4th of July parade. Mike's brother Pat and sister Teresa provided the framework of the cow. The name of the "cow" is authentic, being the name of a cow their grandfather sold to the Carnation Milk Farms a little over a year ago. The editor believed that the placard on little Mike has significance for the theme this month.



Some Implications of Science and Technology on Agricultural Education

R. J. DELORIT, Dean, School of Agriculture, Wisconsin State College at River Falls

American agriculture, with less than six percent of the world's tillable land and less than ten percent of the nation's labor force on the farms, is the most productive industry in the history of mankind. It produces over 60 percent of the world's wheat and corn and about 40 percent of its meat. Slightly over sixty cents of every food dollar goes to the people who handle, process, sell, transport, and package the food, but yet the consumer spends only 21 cents of every dollar for food compared to the 23 cents he spent twenty years ago. Thus, about 8.4 cents of the consumer's dollar is paid to the farmer. These statistics and many others all reflect the impact that technology,

science, and education have had on agriculture.

Increased technology and scientific developments have brought with them a greater degree of specialization, larger farming units, and increased capital. To those who are engaged in agricultural education, it is readily apparent that these factors necessitate a more intensive and continuing education in agriculture. Those individuals who fail in the field of farming today will find it difficult to regain financial independence in their lifetime. Today, when a majority of people are clamoring for more intensive educational efforts in most of the fields of education, few outside the field of agriculture have advocated

a more concentrated educational effort in agriculture. Few, if any, of the informed people would deny that the increased scientific and technical developments necessitate a more intensive education, but they question the need for it in agriculture, a field of plenty. They assume that the "horn of plenty" which now overflows, will be replenished without further effort. It apparently is "the price of excellence" that agricultural education must pay.

While the general public assumes an attitude of apathy regarding agricultural education, it is important that agricultural educators carefully consider the changes that may be

Vocational Education in Agriculture Past, Present, and Future¹

W. T. SPANTON, Director, Agricultural Education Branch,
U. S. Office of Education, Washington, D. C.

Since this will be the last time I will address this Regional Conference of State Supervisors and Teacher Trainers in Agricultural Education, before I retire, I hope you will pardon me, and not be too seriously bored, if I take a few minutes of your time to make a few preliminary remarks, by dipping into the past for a bit of reminiscing and give you a very brief autobiography of myself.

I was born on a small dairy farm near Independence, Kentucky. At the age of six, we moved to a farm in Hamilton County, Ohio, about 25 miles from Cincinnati, where we lived in a two-room log house chinked and dobbed with mud, until I went away to college in the fall of 1911.

During this time, while my parents were paying off the mortgage on the farm, we lived under conditions that today would be considered extreme poverty. My mother was a one room country school teacher under whom I received my elementary instruction. I worked my way through Ohio State University, where due to a combination of circumstances, I received an A.B. degree in 1915 and a B.S. degree in Education and B.S. in Agriculture in 1916. Needless to say, I did not have much spare time for social activities; neither did I make Phi Beta Kappa nor graduate "Cum Laude."

Since then, and while on the job, I received my M.A. degree from Brown University in 1924, and my Doctorate from American University in 1932, where I majored in Education and minored in Philosophy.

I taught general agriculture, mathematics and science in Ohio High Schools from 1916 to 1919; was the first State Supervisor of Agricultural Education and Teacher Trainer in Rhode Island where I served from April 1, 1919, to October 1, 1920. Then I served as State Supervisor of Agricultural Education in Missouri until January 1, 1925, when we moved



Dr. W. T. Spanton

to Washington, D.C. I was regional agent for Agricultural Education in the eleven states of the Pacific Region for 16 years. On April 1, 1941, I was made Chief of the Agricultural Education Service, and will have served in that capacity for 20 years and 10 months when I retire on November 1, 1961. This exceeds by several years the tenure of any of my predecessors, but I would be first to *insist* that in my case there is no correlation between *length of service* and *quality of performance on the job*. I say this since my predecessors, all of whom are now deceased, together with many nationally recognized state leaders in Agricultural

Education, were the pioneers who blazed the trail and laid the foundation for us to follow and build upon. To them I give the credit for a job well done, and to my staff and the many supervisors, teacher trainers, and teachers of vocational agriculture must go the credit for most of the progress and success of the program achieved during my tenure as Chief of the Service. I have been very fortunate in having such splendid cooperation from all of you.

I shall always remember the host of congratulatory letters, best wishes, and pledges of loyalty and support which I received at the time of my appointment as Chief of the Service

¹Address made before the four 1961 Regional Conferences of State Supervisors and Teacher Trainers in Agricultural Education.

in 1941. I can assure you that they were welcome and gave me the increased courage and confidence to carry on to the best of my ability.

In the meantime, figuratively speaking, "a lot of water has passed over the dam." Being only human, I know I have been guilty of many errors of "omission and commission." In many instances I have been criticized by some of my best friends and simultaneously commended by others because of certain positions or actions taken in regard to vocational agriculture. In some cases I have been given credit which I did not deserve, and occasionally blamed for some matters for which I was not responsible and over which I exercised no control or authority. Many of my best friends are among those who from time to time have disagreed with me most. Constructive, intelligent, unbiased criticism, together with open and frank discussion of our problems is, in my opinion, the democratic process through which real progress can be achieved. Personally, I have always welcomed it.

When I first arrived in Washington, D.C., in 1925, there were six men on the professional staff in the Agricultural Education Service. In 1929 this number was increased to eleven, while at present there are only nine. In the meantime, the program has expanded at least ten times, and our work and responsibilities in the National Office have increased proportionately.

I have seen the number of departments of vocational agriculture in the United States increase from 2,745 in 1925 to 10,067 in 1956. However, there was, as of June 30, 1959, only 9,973, a decrease of 94 during those three years. This was due, no doubt, to the rapid consolidation of school districts in rural areas during that time. I say this, since total day school enrollments increased from 65,945 in 1925 to 456,964 in 1956, and again to 466,450 in 1959, or an increase of 9,486 in those same three years. Also, the data show that, whereas we had only 9,973 departments of vocational agriculture as of June 30, 1959, we had 10,947 day school teachers, or 974 more teachers than schools or departments, indicating that, as smaller rural high schools were consolidated into districts, many of these larger schools are now employing 2 or more teachers of vocational agriculture as compared with the one teacher unit which prevailed in the smaller rural high schools before con-

solidation took place.

In 1925, a total of 165 young farmer classes enrolled 2,125 young farmers, while in 1959, 2,916 young farmer classes enrolled 55,502 young farmers.

In 1925, 672 adult farmer classes enrolled 14,417 adult farmers, while in 1959, 6,646 adult farmer classes enrolled 235,266 adult farmers.

Finally, our total enrollments in day, young farmer, and adult farmer classes increased from 82,487 in 1925 to 757,223 in 1959.

Furthermore, in 1925 we had not even dreamed of the National Organizations of Future Farmers of America and New Farmers of America; the *National Future Farmer Magazine*; the National FFA Supply Service; the National FFA Band; the National FFA and NFA Judging Contests; the National FFA and NFA Public Speaking Contests; nor the Future Farmers of America Foundation, Inc., with its numerous incentive awards for FFA and NFA members, totalling almost \$200,000.00 per year, and contributed to annually by more than 260 business concerns, organizations, and individuals.

During the past 36 years, therefore, no one can question the fact that our program has made great strides "quantitatively," as measured in terms of its increased size and expanded interests and activities.

When the "qualitative" measuring stick is applied to vocational agriculture over the past 36 years, the trends will show that we have made *marked progress* in some areas, and in my opinion *slipped backward* in many others. So, let us pause for a moment and take a look at the "quality" record.

On the *positive* side of the ledger, the trend shows that great improvements have been made in classroom, laboratory, and farm mechanics buildings, equipment, and facilities. The Congress of the United States, State Legislatures, and local communities have increased their combined expenditures for vocational agriculture from \$739,933.37 in 1925 to \$66,667,805.82 in 1959. Our public relations activities have greatly improved on national, state, and local levels. The Future Farmers of America has become not only the largest farm boy organization in the world, but is now one of the strongest and most highly respected because of its outstanding record in the development of aggressive rural leadership, citizenship, and patriotism. In fact, the FFA has developed to

the point where its universal popularity may prove to be its downfall.

In considering trends in vocational agriculture on the *negative* side of the ledger, we must realize that many of these trends have been brought about by rapidly changing farm and agricultural conditions and by international and domestic developments in the realms of politics, government, ideologies, and economic and social problems.

For several years after Congress passed the Smith-Hughes Act, in 1917, many of the states provided in their state plans for a "vocational half day" of instruction in vocational agriculture, including class, laboratory, shop, and field work. Massachusetts maintained such a program, so I am informed, up until 1960, but was finally forced to abandon this plan in some schools due to academic pressures. Some states still maintain schedules of 90 minutes per day per class in vocational agriculture, or its equivalent, but in a few states it is now difficult to schedule as much as 60 minutes per day. "Minimum standards" in state plans almost universally have become "maximum standards."

In like manner, ever since 1928 when the Future Farmers of America was first organized, the minimum qualification requirement for the American Farmer degree have been lowered from time to time through constitutional amendments.

Ever since "Sputnik" first made its appearance in the sky, many well meaning educators have taken this event as an excuse to revert to old traditional so-called "college preparatory" type of secondary school curriculum, mandatory for all high school students, with little regard for their life interests or aptitudes. Some of our good people apparently seem to believe that our only salvation is to train one and all to become nuclear physicists, engineers, highly specialized mathematicians, scientists, and masters of one or more foreign languages. They forget that agriculture is still the largest single industry in the United States in which directly or indirectly around 40% of our working population is engaged, and that the continued production, processing, and distribution of food and fiber products remains the *most vital of all occupations* to our national welfare, in times of peace, as well as to our national defense in times of war.

Because of this unfortunate trend, some high schools in good farming communities have completely dropped

vocational agriculture from their curriculum, while others are advising what appears to be the brighter students to enroll in the academic "so-called" college preparatory courses.

In the fall of 1959, I was surprised to learn that at the Land Grant College Association meeting in St. Louis some of the Deans and Associate Deans of our Agricultural Colleges had become to a certain extent disciples of this same philosophy. I understand that a few even went so far as to advocate that high school students who intend to enroll in agricultural college be advised to drop vocational agriculture and take the "so-called" college preparatory courses. Since that time, many of these gentlemen have found that they were badly misinformed. Results of numerous research studies, made in different parts of the country, have shown conclusively that high school students of vocational agriculture do as well in college as those who have taken the "so-called" college preparatory courses. I have the reports of several of these studies, including the remarks of Dean Fisher, in a memo of members of his faculty at the College of Agriculture, in the State of Washington, which I cannot refrain from reading. It is as follows:

"During the past year or more, I have had several reports that members of our College of Agriculture faculty have made public statements to the effect of advising high school students, their parents, or their counselors that if a college education is contemplated, the high school preparation should not include vocational agriculture. Naturally each public utterance as these do not make friends among our high school vocational agriculture teachers, who, incidentally, are largely our own alumni. I do not know who is guilty of peddling such advice and I am not trying to find out,—yet. I *do* know that such a philosophy is slow suicide and it is not an official College of Agriculture recommendation.

"No matter how comfortably situated some of us may think we are, in our scientific ivory towers, the fact is inescapable that our jobs are in agriculture; they require more or less instruction in agricultural subjects, and we are dependent for our continued security on agricultural students. It is becoming increasingly obvious that, in the public mind (and that includes college administrators, legislators, etc.) our requests for support for research and extension, as

well as teaching, tend to be evaluated in terms of *student enrollment in agriculture*.

"To me at least, it is obvious that we are largely dependent on high school vocational agriculture graduates for our own enrollment (70% of our entering freshmen have a vocational agriculture background and nearly 50% had four years of it). It is also obvious to me that vocational agriculture in high school need not necessarily exclude other desirable basic courses in the sciences and mathematics. Many studies of agricultural college students elsewhere show that a vocational agriculture background predisposes a student to better performance in college, or at least *does not have a negative influence*. Please, therefore, let us not be guilty of biting the hand that feeds us. Rather, it behooves us to do everything we can to contribute to the public esteem and to the general quality of agricultural instruction in high school, to the ultimate end that we shall get more and better students from that course.

"Perhaps this sounds dictatorial—that I am telling you what to think and what to say publicly. I am not, of course, but I do challenge you to be sure you know what you are talking about—and that requires more than just superficial observations and their consequent impressions."

The trend or tendency in many of our Colleges of Agriculture to revert to the mandatory entrance requirement of two or more years of ancient or foreign language, plus three units in high school mathematics, a year of physics, and a year of chemistry, is in my opinion a serious mistake. Such requirements are, in my opinion, silly, and one of the major causes of high school "drop-outs." At this time I cannot refrain from quoting Dean Wood, of the University of Nevada, School of Education:

"The Right to Try"

"An alien philosophy is abroad in our land, in this Republic of free men and free women. Our government was founded on the concept that 'All men are created equal.' Remember? Equal before the Law; Equal in the sight of God; Equal to Try; and our Right, Ever to Try. May this privilege and right never be denied our sons and daughters, nor theirs after them.

"Yet even now the evil prospect looms—manifest in the Un-American Attitude that education beyond the

basic skills stage should be open only to the privileged few and that education should embrace only selected ideas found exclusively in 'prestige-type' or so-called 'cultural' subjects. This is part of the age-old dream, weird and shopworn, that the world needs an intellectual elite to rule and to be served by the rest of us.

"We are told that colleges must be reserved for the 'best brains.' Who has defined a 'best brain'? Best for what? Best for where? Best for whom? Best for when?

"We are told that society cannot afford to offer college educations to all those who finish high school and want to continue to learn. In fact, we are told by extremists that admission to high school should be on a selective 'academic' basis. What Solomon will step forward to make the selections? Of course, all are to pay taxes. There is to be no choice in that. Out of taxes come services and opportunities for the common good—fire protection, highways, police protection, sewerage systems, parks, museums, libraries, schools. Is the selective principle to be applied to each of these? Highways exclusively for the nimble, for instance? Fire protection only for those who live in glass houses? Who will select the glass houses to be protected out of tax money provided by all? Who will wave your sons and daughters aside and say they shall not have a chance to try?

"Great minds do not think such things about limiting education—only the little warped people say them—little warped people born of mediocrity, out of futility, tedium, and ennui, delivered by doctors of frustration.

". . . Then let's keep open the gate of knowledge to each according to his capacity and determination to learn. Ours not to coddle, not to make easy, and surely not to deny the right to try.

"The world needs each one of us to the outmost edge of what he is and what he can become, the academically gifted, the slow learner, and all the rest of us in between."

Here are a few more discouraging trends which need serious attention: I understand that some Agricultural Colleges have reduced the minimum number of semester hours of courses in agricultural subjects required for graduation from 54, recommended by the Senate Committee of the Land Grant College Association, just a few years ago, to as low as 35 or 40. A few are not offering much, if any,

instruction in agricultural subjects until the junior year.

On top of all these trends that have been taking place in our agricultural colleges, there has been another very definite trend on the part of what I call the "pedagogical trust" to require more and more required courses in general pedagogical subjects to meet certification requirements to teach.

This too is, in my opinion, very objectionable, since such a practice simply means that for every additional hour of such educational subjects required for certification, a like amount of time will be sacrificed in the opportunity for the individual to secure much needed training in agricultural and farm mechanics subject matter courses. Some professional educators advocate that "ability to teach" can only be acquired by learning "how to teach," and that the only way one can learn "how to teach" is by accruing a specified minimum number of semester hours (usually 18 to 30 or 40) of credit in professional education courses. I ask the question in all seriousness: How stupid can we get? Under such requirements, men like the late Boss Kettering of General Motors, Einstein, and many of our most outstanding college professors who are authorities in their special fields, would not qualify as high school teachers, simply because they have had little or no training in "how to teach."

In view of these trends just mentioned, where does this leave the poor prospective teacher of vocational agriculture, who is not expected to be a specialist, but who needs a good, broad, general training in all phases of agriculture, particularly if he gets a job in a general farming community. The answer to that question is self-evident.

As a result of all these trends which I have just enumerated, it is easy to correlate them with some trends that have been taking place in local departments of vocational agriculture.

1. For instance, more new technical agricultural content has been developed in recent years than ever before, but less opportunity for teachers of vocational agriculture to secure the necessary technical training in these various subject matter areas to effectively teach this material, and less time in the school day has been allotted for instructional purposes for each class.

2. Because of shortened class periods, our records and reports show

that there has been a very definite trend toward prorating the time of agricultural teachers, and more academic classes have been assigned to them to teach.

3. There is always the possibility that the "earmarking" of federal funds appropriated for vocational education may be eliminated.

4. Shortened class periods, increased enrollments per class, and prorating the teacher's time to teach academic classes in many cases resulted in little or no time being available during the school day to organize and conduct programs for out-of-school groups. This situation has been accompanied by little or no financial incentives of any significance to encourage teachers to conduct such programs. It has also made it more difficult for teachers to plan, organize, and supervise farm practice programs.

5. An increasing tendency for teachers to be away from their job of supervising the farming programs of their students during the summer months due to (1) summer school, (2) state conferences of teachers, (3) state FFA conventions, (4) state, county, and local fairs, (5) summer tours with FFA groups, (6) summer vacations, and (7) insufficient earmarked funds for paying necessary travel expenses for supervising farming programs.

Another trend which is having an adverse effect on vocational agriculture in recent years, and which may continue for some time to come, is the over-emphasis being given by the general public to the importance of guidance and counseling. Just at present, guidance counseling is very popular. Many people believe it a panacea that will do away with all misfits, and result in the correct placement of students according to their aptitudes and talents.

In too many instances, however, counseling on the local level is done by young enthusiastic academically trained counselors who over-emphasize intelligence and aptitude tests and who have had little or no first hand experience or contact with most occupations, aside from the professions. Consequently, they have a tendency to encourage students with good academic and scholastic records to take the so-called college preparatory courses designed primarily for those who will enter the professions.

Much more good would be accomplished in guidance programs if guidance counselors would limit their activities largely to making the follow-

ing information available to both students and parents:

1. Compile a comprehensive list of all the more common professions and occupations.

2. Make a listing of the specific kinds of training and experience needed to succeed in each profession or occupation.

3. Describe the nature of the kind of work one would be expected to perform.

4. Make available the opportunities for placement and promotion in each profession and occupation.

5. Compare the relative salaries or wages that one could expect to receive in each profession or occupation.

After this has been done, the final choice should be left to the students, with the advice of their parents, and their teachers who know them best.

While this kind of guidance can, if handled properly, render a distinct service, in my opinion, much harm has been done in making too specific recommendations to individual students.

History is full of instances where some of our most successful figures in life were day dreamers and dullards as teenagers. Just to mention a few, there is the case of Edison whose teacher wanted him expelled "because his brain was addled." Tchaikowsky, the great symphony composer, studied law, barely passed his final exams, and never realized his musical talent until after he was 22. Pasteur was 20 years old before he became even faintly interested in science. Many of our child prodigies who graduate from college with honors, or "cum laude," at an early age are today obscure employees of men who were too bored, too lazy, or too poor to finish their education, but today who are the heads of many of our largest corporations and business concerns.

Finally, at the risk of being remembered by some, at this my last official appearance before this group, as a "die-hard," old "Fuddy Duddy" of a past generation, I am going to close by saying that I, for one, still agree with the original philosophy of vocational education as conceived and compounded by the men who collaborated in writing the Smith-Hughes Act. I refer to such men as Charley Prosser, Rufus Stimson, David Snedden, and Charles R. Allen, all of Massachusetts, as well as a few outstanding leaders from other states. No one who knew these men as I did will deny they were regarded as out-

standing pioneer authorities and leaders in vocational education in its early and formative stages of development. If any of you younger supervisors and teacher trainers feel secure in your ivy covered buildings, or present Civil Service status, and think that vocational education in agriculture is over the hump, and so firmly established in the minds of the public, that it is immune from further attack and has a permanent untouchable place in our public school system, then you are totally ignorant

of some of the "facts of life" so far as vocational agriculture is concerned.

My final plea, therefore, particularly to you younger supervisors and teacher trainers, is that you do not allow a sycophantic obsession for change to tempt you to give away your birthright in vocational agriculture in exchange for a glamorized program of "related occupations" which may prove to be a mess of pottage, smothered with skim milk instead of whipped cream. Hold fast to the gains that have been won in

the last 44 years; and forge ahead with a strong, practical, dynamic, and vigorous program which will effectively meet the challenge of the future. Develop a program that neither political opportunists nor academic theorists can dilute, integrate, or submerge, to the point that some of us "Old Timers" would no longer recognize it as "vocational." Remember, the "best defense is a strong offense," and that "eternal vigilance is the price of liberty," and of progress, too, may I add. □



Vocational Agriculture for an Urban Area

MERWIN STEARNS, Vocational Agriculture Instructor, Manhattan, Kansas

Vocational education in agriculture today is just as important to each community as it has been in the past. As our nation advances in techniques, our problems and solutions of problems change. As teachers of vocational agriculture, we have many challenges of the changing times which can be solved and will be solved provided each instructor attempts to meet the demands of the changing times. At the present time, the growth of our large cities and smaller cities are absorbing adjacent farm land at a rapid rate. The trend toward urbanization will probably continue. What are the opportunities for vocational agriculture in these urbanized areas?

In solving urban agriculture changes, one should not forget the main purpose of fitting the individual student for useful employment. It is the opinion at our high school that we are not offering vocational agriculture in lieu of general academic education, but as an integral part of the total educational program. A well balanced program of vocational agriculture should develop skills, abilities, understanding, attitudes, working habits and appreciation which are necessary to a satisfying and productive life.

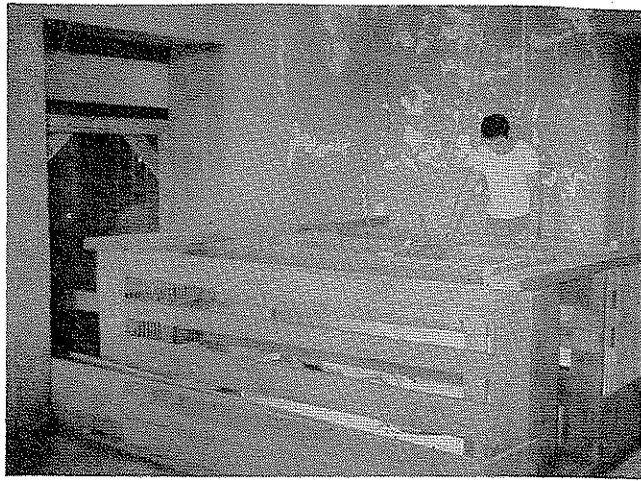
The problems in our area which have disturbed students, parents, and community leaders are: (1) the large

capital necessary for a beginning farm boy to start the business of farming; (2) land being sold to urban development; (3) the Government acquiring productive land for a flood control reservoir and a military reservation; (4) emphasis for secondary schools in the direction of a college preparatory curriculum stressing mathematics and science courses in lieu of vocational agriculture; (5) the idea that there is no future in agriculture, even though 40 per cent of our population work with agriculture; (6) a smaller number of students whose fathers are full-time farmers and larger number of students whose fathers are part-time farmers. These problems cause me to stop and consider the direction that vocational agriculture should progress in our community.

Our vocational agriculture program is continuing the farming program as the basic method of getting actual experience in the direction of farming. A feed crop is considered necessary in our State for a sound livestock program in order to reduce livestock feed costs. However, many of our marginal boys do not have land area for feed crops so they find employment to earn money to pay the feed cost until income from livestock program can sustain the program. Some of our farming programs will never be very large, but will be

very worthwhile teaching experiences. The teaching of money and credit and the actual operation and management of a farm enterprise is a worthwhile educational experience. The handling of livestock, planting of crops, maintenance and use of farm machinery and farm equipment, repair of fences and equipment contribute to a young man's ability in agriculture and for agri-business.

One example concerns a town boy who walked one-half mile to care for his sow and litter program. He had fenced off an old lot using yard fencing his father had stored in a garage. This boy picked up corn in local farmers corn fields on Saturdays and after school to use in his hog feeding program. He is learning that his efforts are rewarding as well as profitable. Another boy is using an old club house which was closed by local law authorities and has raised broilers in the second floor. Downstairs he has a sow and litter program. The yard outside has been fenced for hogs. All but three of our students have worthwhile farming programs which indicates how the boys and their parents appreciate the supervised farming program concept. Farming programs will help a boy to make decisions. The farming program also gives boys a sense of pride of ownership as well as management experience in the use of capital.



Enterprising vocational agriculture urban boy in Manhattan, Kansas, converts a discarded private club room to farrowing quarters.

For those who have no opportunities for supervised farming programs at home or other locations, we have started the supervised farm work experience program. This program is designed to be of assistance to the marginal boy with little opportunity at home, but who is interested in agriculture or agri-business opportunities. This supervised farm work experience attempts to substitute similar experiences received through the farming programs by placing a particular student on an approved farm where he is employed. His salary acts as his farm income. An individual training outline for each student's experiences helps the student and the employer better understand the jobs to be performed.

The limited experience we have had with the farm experience program has resulted in the problem of locat-

ing enough farm operators and related agricultural businesses to cooperate. Not all farms or agri-business operators have the same conveniences or amount of experiences which results in some boys receiving more income than others. The boys, therefore wish to work on farms where income is greatest.

All farms and businesses contacted are of the opinion that the work experience program was profitable for the boy and the farmer. The question has been asked, "How much experience is necessary to be considered valuable to the student?" The greatest advantage to the On-Farm-Work-Experience program is that a boy may receive experiences on a well managed farm with good equipment and receive some very fine guidance from the manager. This could be superior to the opportunities and practices he might have received from a farming program which is too small, poorly equipped and managed at his own home or cooperating neighbor. Actual working with a successful operation should develop good working practices and attitudes, as well as helping the cooperating farm or business.

Some schools are operating school

farms. Others have agreements with feed companies and livestock companies to conduct cooperative enterprises for the town boy interested in agriculture. We use a cooperative pig enterprise which furnishes a weaning pig to a beginner who repays at a later date.

The success of the vocational agricultural program in an urban area probably will be dependent upon what cooperation may be obtained from community resources. If the community grows to a complete urban area within the school district, it will still be in need of agricultural workers. Nursery, florists, fertilizers, and seed businesses are necessary for the maintenance and growth of urban areas. Livestock feed plants, elevators, machinery and repair shops, irrigation equipment, dairy and meat processing plants, egg markets, veterinarians all work in urban areas and all utilize agricultural background personnel.

Vocational agriculture could, through the supervised farm experience program, adapt itself in urban areas to preparing students for useful employment in agricultural fields. Instructors probably would not be qualified to give professional help in all agri-business fields, but would need to obtain the assistance of personnel in each particular field of study. Considerable organization through advisory committees, school officials, cooperating enterprises and vocational agricultural supervisors would be necessary to develop a vocational agricultural program which would fit the community needs in an urban area. □

Employment Opportunities for Out-of-School Farm Boys

RALPH A. BENTON, Teacher Education, Southern Illinois University, Carbondale

In a recent study involving the sixteen southernmost counties in Illinois, an effort was made to identify the factors affecting the employment opportunities for farm boys recently graduated from high school.

This is an area where one-fifth of the farms are 50.0 acres or less in size and where the average value of land and buildings per acre is \$125.62.

Over one-third of the farmers are part-time farmers working 100 or more days per year off their farms.

Although opportunities to farm might not appear plentiful nor attractive in the 16 county area, over the 5-year period of 1954 to 1959, 56.7 per cent of the graduates in vocational agriculture had started farming. Another 26.0 percent had started col-

lege, 12.7 percent had entered the armed forces, and the remaining 4.6 percent were doing other types of work or had moved away.

These graduates, together with those who had been enrolled in vocational agriculture but had dropped-out of school before graduation, composed a group of which only 51.7 percent were still in the home com-

munity in 1959. Of these, only slightly more than one-third were in a Young Farmer or an Adult Farmer class.

A little more than one-half of all the boys enrolled in vocational agriculture during the 5-year period lived on full-time farms. Another third lived on part-time farms, while the remainder were classed as town boys. Although the total boy enrollment in all high schools in the study showed a 3.4 percent increase from 1954 to 1959, there was at the same time a notable decrease in the vocational agriculture enrollment.

Of 150 different firms engaged in manufacturing or processing in the 16 county area, only 42 hired any high school graduates per year. They represented a small 2.7 percent of the entire labor force employed in 1959. In most instances men and women with family responsibilities were given priority when job opportunities occurred.

Adult labor is a surplus resource in the area. This is further substantiated by the census records. From 1950 to 1960 the area lost 11.38 percent of its population obviously in search of employment. This condition also tends to further restrict the employment opportunities of young high school graduates, including those majoring in vocational agriculture.

It is apparent that boys newly graduated from vocational agriculture who do not begin farming have difficulty in finding employment in the home community or in the sixteen county area. It is imperative that these young men be helped to become more employable and to find employment, even though they may have to find it outside the home community.

The following proposals are suggested as a positive approach in implementing a program of help:

1. It is important that boys in vocational agriculture be informed about other types of jobs for which their agricultural background might fit them. This would be largely the vocational agriculture teacher's responsibility, assisted by the school counselor and the principal. This is a recognition of the fact that probably not more than one-half of the boys in vocational agriculture classes will get to farm.

2. The vocational agriculture teacher might interview all owners or managers of agriculturally related businesses in the community and de-

termine what characteristics and requirements would best fit a vocational agriculture graduate for those particular jobs. The teacher could arrange for these men to appear before the classes or the F.F.A. Better yet, he could take the classes to visit these types of businesses and arrange for the owner or manager to discuss the requirements and opportunities in his business, especially for the young man without college training.

3. Arrange with the owner or manager for some kind of an internship or work experience for the student interested in such an agri-business, either full-time, part-time, or during a rush period of several days.

4. Make an appointment with the boy and his parents for a discussion of the various opportunities in occupations closely related to farming in which the boy has some interest, and in which the parents are willing to finance him.

5. Encourage those boys who are better than average students to consider a college agricultural education and inform them of the job opportunities open with such training.

6. If a boy has developed a considerable degree of skill in the farm mechanics part of the vocational agriculture program, he should be encouraged to investigate the possibilities of employment in garages, farm machinery shops, or mechanical work in factories where his aptitudes would assure a degree of advancement.

7. If at all possible help those boys who are in vocational agriculture, but who definitely do not expect to farm, plan a high school course that will include some business units in addition to agricultural courses. This may necessitate only three and possibly just two years of vocational agriculture training to get two or more courses of a business nature, such as bookkeeping, business law, typing, etc. This particular training may enhance their opportunities of employment in an agriculturally related business following graduation.

8. Just two years of additional training above the high school level, together with two years more in age, would make the average farm boy much more employable. If a junior college or a technical trade school are within reach, investigate the possibility of the boy taking some business courses that are related to agri-business. If the junior college offers vocational training in various fields of work, encourage the boy and his parents to examine this possibility.

This type of training usually requires two years of work to qualify the student as a semi-skilled or skilled craftsman.

This study points up some implications for the agricultural education program. With opportunities to farm diminishing and with an apparent local downward trend in vocational agriculture enrollment, it appears that more attention should be given to the needs of that 50 percent of vocational agriculture students who will not farm but who want agricultural education at the high school level.

Certainly, vocational education in nonfarming occupations for boys in vocational agriculture and for other youth will prepare them to obtain jobs comparable to those for which schools in urban centers are now providing preparation.

Finally, education is a continuing process and should include adults. This study, as well as others, indicates that there are many schools not now serving young farmers of the community as they should. Numbers of young farmers may be few in a given community, and if so, perhaps two adjacent schools and their vocational agriculture teachers could join forces in a cooperative venture. Or, if there is a class organized for adult farmers, the young farmers should be encouraged to enroll along with the older adults.

In those areas where there is a relatively large number of part-time farmers, as in southern Illinois, some courses for adults should be offered which are adapted to the needs of part-time farmers. Some of this instruction should be designed to help persons develop skills for improving their homes and some should be directed toward improving living conditions in general. Finally, classes for adults should be provided which will prepare them for off-farm jobs or improve their competencies for jobs in which they are already engaged. □

ADAM SMITH—Science is the great antidote to the poison of enthusiasm and superstition.



Future Challenges and Opportunities in Agriculture Education

By LLOYD J. PHIPPS, Teacher Education, University of Illinois

The sixties may provide greater challenges and opportunities than any previous decade for agricultural education in the public schools. What is the basis of such a statement?

Perspective

The rapid changes in agriculture and in education during the fifties have set the stage for and created opportunities in agricultural education. Some of the trends that developed in the fifties have been operating long enough that it is now possible to analyze them and make plans to capitalize on them.

International developments and developments in the space race in recent years produced mass shock among the people and their scapegoat was often education. These developments were further confounded in rural areas by the rapid developments and changes in agriculture and in the rural society. The result was many confused thoughts which produced many irrational acts in agricultural education, in other areas of vocational education, and in education in general.

In some schools the professional workers in agriculture were so influenced by this confusion that they even forgot the fundamental importance of agriculture and agricultural education. They forgot that the decrease in farmers was a sign of strength in agriculture instead of a sign of weakness. They forgot that most of the people leaving farming were from the marginal income groups, and who wants to perpetuate a marginal standard of living. They forgot that the reduction in farmers increased the importance of each person continuing and that the job of educating him and his replacement became much more important. They forgot that the reduction of farmers was accompanied by an increase in nonfarm occupational opportunities.

Often professional educators and others forgot, at least temporarily, that agriculture education benefited

the consumer as much, if not more, than the producer. They failed to realize that agriculture continues to be of vital importance in national defense and in the promotion of better world relationships. They forgot further that a growing industry such as agriculture generates a demand for well-educated personnel, at both the farm and nonfarm levels. The demand has grown especially fast at the nonfarm technical and professional levels.

Many professional educators, including professional agricultural educators, have been guilty of myopic vision in regard to agricultural education in the public schools. They have failed not only recently but for many years to recognize the need and opportunity for practical arts agricultural education in junior high schools, in senior high schools, in adult education, in occupational therapy, in special education, in elementary education, and in higher education.

The demands for increased emphasis on science education in recent years caused many to forget that agriculture today is a science. The demands for "solid" subjects and basic courses produced so much confusion that research results in education were often ignored. The fact that the way a course is taught is of vital importance in determining its value was overlooked. The mysteries of motivation of students were not considered. Forgotten were the motivational and other values of certain courses such as agriculture to certain students.

Finally, the need to nurture all types of talents in a democracy was often given little consideration in the mad rush to "beef up" the development of certain talents. These talents needed increased attention, but this does not mean that the development of other needed talents can be neglected.

The decline in enrollment in higher education in agriculture along with

the increased demand for persons professionally educated in agriculture has produced an additional reaction which has further confounded the situation in agricultural education. The personnel in higher education in agriculture became concerned about the lack of enrollment. They established study groups, and committees to determine the cause. They wanted an answer. They wanted a quick answer. Without realizing it they also wanted and needed a scapegoat. The scapegoat selected by many was vocational agriculture. The personnel in higher education in agriculture who selected vocational agriculture as the scapegoat concluded that vocational agriculture courses were not only keeping prospective students out of their classrooms because of its emphasis on preparation for farming, but it was also preventing students from obtaining the education in high school essential for success in college.

Present Situation

Fortunately the shock of the rapid space age developments is wearing off. Persons with sane thoughts and rational ideas are regaining their audiences. The undesirable effects of irrational decisions and actions promulgated by mass hysteria are becoming apparent. The need for a scapegoat or scapegoats has decreased. Parents and other responsible persons are beginning to think for themselves again.

With this change in sentiment the morale of professional educators in agriculture has improved, and should continue to improve. This improvement in morale makes it possible for them to think more clearly, imaginatively, and creatively regarding agricultural education problems.

For example, with further thought and study most of the personnel involved in higher education in agriculture have realized that the selection of a scapegoat will not solve the enrollment problem in agricultural colleges. As colleges of agriculture

have started campaigns to tell prospective students about the opportunities in agriculture, they have found that they were receiving much help from vocational agriculture. They also have had their attention focused on the research relating to college success and vocational agriculture. This research shows that vocational agriculture students do as well as or better than nonvocational agriculture students in colleges of agriculture. Studies also show that the vast majority of students in many colleges of agriculture have been vocational agriculture students in high school. Vocational agriculture in high school often nurtures and expands a boy's interest in higher education in agriculture. We can look forward in the sixties to much better relationships between colleges of agriculture and agriculture departments in the secondary schools.

Teachers of agriculture, school officials, and guidance workers are becoming increasingly aware of the important functions that agriculture courses in secondary schools can serve in interesting and preparing boys for higher education in agriculture in colleges and universities. Some professors of agriculture in colleges and universities are also learning to articulate their instruction with the instruction in agriculture provided at the secondary school level. Closer articulation between higher education in agriculture and secondary education in agriculture in the sixties is possible and probable.

Professional educators in agriculture in all areas and at all levels need to close ranks and articulate their efforts. The total task of agricultural education in the United States and elsewhere is increasing in size and importance yearly. As in all educational areas the instruction needed should change with changes in technology, but we can be sure that the need for education in agriculture will continue as long as people continue to eat. Since the population is exploding, a large proportion of the population of the world goes to bed hungry every night, and only a small part of the education in agriculture which is needed has ever been provided, a major effort must be made to extend and improve the quality of agricultural education in the sixties.

Future Opportunities

In addition to the opportunities the sixties may provide for all profes-

sional educators in agriculture to close ranks for the benefit of all, it appears that a more favorable climate may be emerging nationally for developing agricultural education programs for nonfarm occupations in agriculture. The next few years may see a major breakthrough in the establishment of area or regional schools at the post-high school level for vocational and technical education. Professional educators in agriculture must be alert to the possibilities these institutions may provide for the technical education needed in agriculture for both farm and nonfarm agricultural occupations.

In the sixties it appears probable that new legislation will be provided to broaden the opportunities for agricultural education in both rural and urban areas, in both practical arts agriculture and vocational agriculture, and in both technical education in agriculture and professional education in agriculture.

As the pendulum of public sentiment swings toward a more rational and sane position, the people in the local communities are beginning to indicate many interests that will create challenges and opportunities for agricultural education. More interest is developing in general education, especially the practical arts phase of general education. Agriculture is one of the practical arts in general education. In the past forty years the professional educators in agriculture have been so occupied in the development of vocational education in agriculture that practical arts agriculture has been neglected. If the interest in practical arts education continues to grow, the sixties may provide a second opportunity to establish or re-establish agriculture as an integral and important ingredient of practical art courses in the elementary schools, junior high schools, and senior high schools.

The interest in the continuing education of adults is increasing rapidly. More and more people are discovering and taking advantage of adult education opportunities. To continue your education as an adult is becoming the accepted thing to do. Enrollment in courses for adults is almost a status symbol in many communities instead of being something to avoid mentioning. Professional educators are being forced to give more attention to the continuing education of adults.

If this increasing interest in adult education continues, and it undoubtedly will, a more favorable climate should develop for the continuing education of adults in agriculture. If the public continues to want more and more adult education opportunities, administrative and financial arrangements will have to be made in the public school system to provide these opportunities. The sixties may provide for the first time the administrative and financial arrangements necessary for really effective adult farmer and young farmer education. If professional educators in agriculture remain alert, adult education in agriculture at the practical arts, vocational and technical levels may become an important part of the total adult education program provided by schools.

Summary

The sixties will probably present many opportunities to extend and improve the quality of education in agriculture. Opportunities to extend and improve the quality of education in agriculture will not, however, automatically produce an extended and an improved program in agricultural education in the schools. Professional educators in agriculture must capitalize on the opportunities for improvement in agricultural education as they occur. They must also accept responsibility for helping to create opportunities for improvement, or at least accept responsibility for helping others become aware of the potentials involved.

In order to capitalize on the opportunities for agricultural education which the sixties may provide, we need to stop the demoralizing habit of negative thinking. We must think positively so that we can make clear, imaginative, and creative plans for the agricultural education needed. If we do this, we will find that the future of agricultural education will be tarnished by only the lack of manpower to do all the things that need to be done.

In planning and developing agricultural education programs in the sixties, we must remember the following:

1. Each farmer and prospective farmer's education is becoming more and more important to society. Agricultural education for farmers and prospective farmers must be of high quality.
2. Farming and agriculture are

not synonymous. Agriculture today includes farming and many nonfarm occupations at the vocational, technical and professional levels.

3. Programs will need to be designed and initiated at the technician level for many occupations in agriculture.
4. Many more programs should be

designed and initiated to provide agricultural education at the practical arts level for elementary, junior high, senior high, college, and adult students.

5. Agricultural education can contribute and may be requested to participate in mental and physical therapy programs.

If the possibilities of agricultural education are realized, more teachers of agriculture will be needed. Teachers will be needed to provide education in agriculture in vocational courses, practical arts courses, technical courses and courses for adults. Teachers will be needed who are specialists in one or more of these areas. □

Changes in the Vocational Agriculture

DALE BROWN, Vo-Ag Teacher, Mexia, Texas



The rapid developments in agriculture makes it highly desirable that we constantly evaluate our vocational agriculture programs and make the changes that are needed. The programs of thirty years ago do not meet the needs of our day.

Courses of instruction need to be revised frequently. Smaller percentages of our high school agriculture students will become farmers and ranchers. Due to this fact and since there are so many different kinds of crops and livestock, I am now spending less time on detailed production techniques and more time on the basic principles governing plant and animal growth. Another argument in favor of this change is that production methods will change a great deal by the time these boys are farming and ranching and the basic sciences will remain relatively stable.

This conviction has profoundly affected the content of my course of instruction. For example, I am now spending less time on cotton production and more time on plant growth and reproduction. I am spending less time on a detailed study of poultry diseases and more time on principles of disease prevention and control. A detailed study of the current occupational status of 102 students who have graduated here during the past 10 years lead me to the conclusion that leadership training and farm mechanics are the two units of instruction most beneficial to graduates working in agricultural related occupations. I am now devoting more time

to these units.

Our population is growing at the rate of about three million people per year, so the management of our land and water resources becomes increasingly important. And this management problem is a problem for all of the people. I am devoting more time to these units.

Agriculture is no longer as simple as it was at the turn of the century. Scientific and technological developments have ushered in a new agricultural era of tremendous complexity. Great numbers of people are now needed to service the farmer and rancher and a vast army of workers is required to process the products from farms and ranches and deliver them to the consumers. This demands that we devote more time to agricultural orientation and vocational guidance. When time is added for one unit of instruction, less time must be devoted to some other unit. I have found this time by reducing the length of detailed production studies in crops, livestock and poultry. I think that this is justified because more boys will receive greater benefits as a result of these changes.

Since increasing numbers of agriculture graduates in this school go on to college, I am placing more emphasis on the use of reference materials and how to study.

I am opposed to any change in regulations which would weaken supervised farming programs of vocational agriculture students. These farming activities provide boys with

realistic farming experiences for which there is no acceptable substitute. It provides them with profitable use of out of school time. It makes the study of agriculture more interesting and meaningful. What is learned thru these farming activities will be beneficial to these boys in later life regardless of the work in which they engage. In recognition of the fact that large numbers work in related occupations I have conducted on the job observation sessions for boys taking Agriculture III. The substitution of on the job work in lieu of a supervised farming program should be granted only in very special cases and with the greatest discretion. We must be careful that we do not undermine supervised farming programs—a major foundation block for our vocational agriculture programs.

One of the greatest contributions of vocational agriculture programs has been the leadership training provided through the Future Farmers of America. This excellent youth organization provides a great opportunity for the development of good citizens for our free society. And there is ample evidence that great achievements are being made. But this does not mean that changes are not needed in our traditional methods and concepts in the FFA. In the ceremony for the initiation of Green Hands the President says, "Candidates, do you realize that you are about to join an organization of farm boys who expect to become farmers?" It seems to

What Does the Future Have in Store in Scientific Agriculture?

THOMAS K. SHOTWELL, Graduate Student, Texas A & M



We are not allowed to forget that the inroads of civilization are paved by science. Not that we would like to, it's just that every morning's paper and every night's news portrays the role of science in man's affairs.

There can be little dissent when one says that our children will explore space or that they will command the energies of the universe to an extent that must be difficult for this generation to comprehend. There is no doubt that future farmers must provide food for an exploding population. In this they must not fail. To fail could mean extinction of the species. There are many who believe contact with peoples of other worlds is imminent. There are those who believe that man is on the verge of startling changes in traditional ways of life.

For instance our buildings are still built around Babylonian designs. Our tables are still set with knife, fork, and spoons. Many of the tools on our farms are virtually no different than 20,000 years ago. However, three protein molecules (some with over 1800 atoms in their make-up) are now completely mapped. Five others have been mapped and drawn, but final confirmation has not been made. The first solid completely mapped was completed this year. Studies of deoxyribonucleic acid promise to someday yield information about genetics which may make life itself man's servant. Man's command of his environment has never been as great as it is today, but the important thing is that the promise of tomorrow is downright *fantastic*.

What about the young people who will participate in these coming events? Are they ready, willing, and able to perform the tasks set before them? If not, it is our task to make them ready, willing, and able.

The agriculture teacher, as the scientist, must make some assumptions about what is basic in determining the make-up of the agriculture program. These assumptions should make up the general framework within

which he will operate. The following assumptions seem reasonable:

1. That vocational agriculture students will be in the agriculture industry.
2. That students will be participating citizens in a fluid society which is rocked by the impact of science.
3. That there will be no drastic changes in the concepts of freedom, the dignity of the individual, or our basic faith in progress.
4. That the agricultural industry will evolve as rapidly as other phases of the national economy.

Objectivity, suspended judgment, a faith in "cause and effect," an appreciation for truth, and an intelligence filled with curiosity are features of a scientist but it seems these points would blend well onto the portrait of the future farmer as long as they do not mask his enthusiasm for the soil and the great out-of-doors.

We are in no way obligated to produce agricultural scientist of less than college grade. No such thing can exist. We are charged with preparing students who can apply those understandings gained through the study of the nature of the components of the universe, and the mental processes and attitudes which brought about these understandings, to the daily farm and home activities.

As vocational teachers we cannot hope to instill a thorough comprehension of the field of science. Such an undertaking would not only duplicate the efforts of the academic phases of the school, but would be so extensive as to eliminate a reasonable agricultural program. A number of teachers are already providing scientific training in their programs.

When a boy sees bovine sperm under a microscope, when he implants it in the cervix of his own dairy heifer, then he experiences *cause and effect*. When we review the history of agribusiness, when we emasculate a bull calf, when we judge

breeding stock or figure a balanced ration then we are achieving those appreciations and understandings which are essential to modern farming. These, unfortunately, are not sufficient to "Future Farming."

It is no mean task to prepare a boy for things which have not yet come to pass. We know little about aquatic, epiphytic or xerophytic farming. We haven't begun to explore the metabolism of microcrustaceans. It surprises us a little when we are reminded that it was only 150 years ago that Appert first canned food. We can rest assured that when our students are senior members of the farming industry, there will be many unheard of activities in the field—so many in fact that modern man would scarcely recognize the farming enterprise.

I have not answered the question as to what should be taught. The job is much too formidable. I can only hope the discussion here will stimulate thought which will lead to valid deductions as to the nature of the instructional opportunities possible.

It is my experience that teachers of vocational agriculture do not run from formidable tasks. I have faith that all of those concerned with future farmers will assume full responsibility for preparing young men not only for modern farming but for future farming. □

Changes in Vo-Ag . . .

me that this is not an accurate statement for our day. We must broaden our concepts and develop our programs to provide training for those who expect to work in agriculture. *Agriculture is a great deal more than farming and ranching.* A more accurate name for this fine youth organization would be the Future Agriculturist of America. □



For An Educational Convalescent Agriculture

ARTHUR FLOYD, Special Supervisor, Tuskegee Institute, Alabama

Agriculture is fast becoming the whipping boy among the major vocational endeavors. Many people, through ignorance or innocence, are suggesting that major efforts formerly expended in agricultural endeavors, whether in production and disposition of agricultural products or the teaching and administration of the agriculture program, be reduced or in some cases entirely eliminated. It is most unfortunate that many people in prominent and strategic positions of educational administration are victims of this idea. *Many people innocently misinterpret much of what they read in the press and current agricultural literature*, some of which suggests that agriculture is a dying occupation and, therefore, should not claim the attention of bright, energetic, resourceful youth who are seeking to secure placement in a growing, expanding, promising occupation with a future. Some of our school administrators who are responsible for the training of America's youth are misinterpreting much of what they read and some are hypnotized by the implication of certain statistics regarding population growth, the cost-price squeeze in farming, the displacement of man and animal power by machinery, the ability of one farmer to increase his production capacity several hundred fold, the displacement of manpower by farm mechanization, robots and other gadgets, the implementation of scientific findings in agricultural research such as the use of hybrids which, in many cases, double and treble animal and plant production. These situations and many more are facts of life which are parading daily before our very eyes. Therefore, those who may not have had a broad knowledge of vocational agriculture and agricultural economics should not be too seriously censured for what they may consider as genuine facts on which to act.

Most students of agriculture, and especially of agricultural education, agree that the two most vulnerable

shortcomings in agricultural education are guidance and public relations.

As regards guidance, many pupils who would greatly profit by training and placement in an agricultural endeavor are shunted off into other vocational courses many times by the local school administration without an opportunity to know, understand and appreciate what opportunity may be realized in a course in agriculture, either on the high school or college level. A good, well informed guidance counselor in the schools from which the majority of agriculture pupils come, one who understands agriculture and appreciates its opportunities, could be of tremendous service in the recruitment of agriculture students. Although it is admittedly true that farming (not agriculture) is becoming of less importance for placement of large masses of students in farming occupations because of farm mechanization and other advances in agricultural technology. There is still a great need and a great opportunity for placement in the many jobs resulting from the harvest of agricultural science, engineering, preparation and the disposition of agricultural products. Students should be made aware of the many job opportunities still available in farming and the jobs in allied and related endeavors such as those afforded in agribusiness activities. The faculty in the several schools should also be well aware of the many placement opportunities in the various phases of agriculture and related activities. Many faculty members have a great and lasting influence on students and can be a significant factor in determining the students future and destiny. A good guidance counselor may be resourceful enough to realize the influence teachers wield on students and make use of these faculty members in his various guidance activities.

The school administration, faculty and student, and Mr. Public Citizen alike, must be made aware of the fact that agriculture is as necessary

to our nation's progress and prosperity as it ever has been.

We, in agricultural education, are well aware that education in agriculture needs a face lifting. It needs a good pruning, spraying and fertilizing, but we believe that it is just as sound and necessary as it ever was. We realize that many of our methods and techniques must change and march in tune with the temper of the times. *We must be shaken loose from straight jacket embrace of objectives, procedures and techniques of 44 years ago and plan our teaching to meet present day needs.*

How many of our students are we preparing to enter the placement market, even in occupations related to farming such as:

- Farm machinery—sales and service
- Curbmarket operators
- Plant breeders and salesmen
- Nurserymen and attendants
- Feed-seed operators and salesmen
- Greenhouse operators
- Apiculture
- Milk trucking operators
- Canning plant operators
- Freezer locker operators and dealers
- Fertilizer plant operators and dealers
- Veterinarians
- Tractor operators
- Herdsmen
- Butchers
- Repairmen
- Lumbermen
- Caretakers of estates and many others.

How many of our students know and are acquainted with their opportunities for placement in occupations directly related to farming, such as:

- Teachers of vocational agriculture
- County extension agents
- Soil conservation agents
- Soil testing experts
- Teachers of general agriculture
- Poultry breeders and raisers
- Swine breeders and raisers
- Dairymen
- Beef cattle breeders and raisers
- Sheep breeders and raisers

Nurserymen
Orchard experts
Agricultural engineers
Botanists, etc.

Many people in the field of agricultural education, agricultural economists and others are agreed that the public in general and many other people in commanding positions of influence are not as aware of the aims, objectives and achievements of agri-

culture as they should be. They feel that the lack of this knowledge on the part of these people tends to generate a lukewarm, if not a negative, attitude in them toward farming and agriculture in general.

This situation readily poses the question: What has been done and what is now being done in the public relations program in agricultural education to acquaint the public with the contributions of agriculture and

farming to the life and vitality of the nation? What is agriculture contributing to the ongoing of a vigorous, healthy society? How well are we equipping our rural youngsters to properly function in this changing scientific age? Is not the public entitled to this information? Would not the public knowledge recapture much of the lost and dying enthusiasm for agriculture and farming? □

IS VO. AG. SLIPPING? "Let's Check Our Hole Card"

DEAN ROBERTSON, Sec., MVATA, Malta, Montana
(with excerpts from the Vo-Ag Teachers Creed)

I am a teacher of Vocational Agriculture by choice and not by chance.

At a recent meeting of our Montana Voc. Agric. Teachers Association, there was considerable discussion and somewhat of a feeling of uncertainty among the younger teachers about where we are going, what are we trying to do, and what we should be doing as far as agricultural teaching is concerned.

With fewer boys returning to the farm, should agricultural teachers be looking for new and more lucrative positions? Should farm boys enrolling in high school be discouraged from taking vocational agriculture? Should the congressional act be changed from establishment in farming to establishment in agribusiness? How do you build up interest in a field which is already hurting from over production? These were but a few of the questions Montana vocational agriculture teachers found themselves discussing during their meetings at the State FFA Leadership Conference June 2-3, 1961.

Good questions, but is there a good answer? I believe there is and that's why I say, "Let's check our hole card." As I see the situation, we are in another transition period similar to the many others which have confronted American agriculture. New machines, more mechanization, larger farms, and more people leaving the farm. Does all this mean that the importance of agricultural education is becoming less?

My love for farm youth will spur me on to impart something from my life that will help make for each of my students a full and happy life.

As the various cards of indecision are falling around us perhaps we tend to overlook the fact that we have as our "hole card" the most important resource on the face of the earth, Youth. We are teachers of youth; farm or city, be that as it may. Our first objective, therefore, should be to develop this resource to the best of our God given ability.

In order that we may perform this task efficiently, we have at our command tools of the trade second to none. First, we have a subject that is close to the hearts of every man, woman, and child. Second, we have an outstanding program to offer our youth—science, mechanics, FFA supervised farming. Third, there is a demand for the person trained in agriculture, both on the farm and in related occupations. And fourth, we need only to compare American agriculture with agriculture in Russia to bring out the overwhelming evidence in favor of agricultural education. Our highly efficient system has released millions of workers for industry, which in turn has brought about the standard of living of which we are all indeed proud.

I will work for the advancement of Vocational Agricul-

ture and will defend it in my community, state, and nation.

Perhaps these tools give us somewhat of an advantage over other teachers of secondary education and, if so, it behooves us as agricultural teachers to use the tools wisely and efficiently in developing the individual to the fullest of his ability. During this period of transition or indecision, call it what you may, we must never overlook the fact that it is the "boy" who is important, not the livestock projects, the few acres of crop, or the blue ribbons won. The attitudes and ideals, the leadership and character, the citizenship and spirit of cooperation, the sense of responsibility, are the personal attributes we can be proud of having had the opportunity to develop in our youth.

I will strive to set before my students by my deeds and actions the highest standards of citizenship for the community, state and nation.

Certainly, for the past 40 years teachers of vocational agriculture have had the goal of establishment in farming before them. Does this mean all boys? Of course not; it means establishing those boys who not only have the ability and opportunity, but also those who are dedicated to the business of farming. There is now and perhaps always will be a shortage of this type of person, for he is



the person who will keep agriculture on a sound and even keel.

Others, who have had the same training but who do not have the opportunity to enter farming, will find it much easier to become successful in other fields of endeavor. We need only to talk with some of our former students who are in other occupa-

tions to learn that each is proud of the training he received in vocational agriculture and that it had helped him immeasurably in his chosen field.

Again I say, whenever the questions of doubt or indecision arise concerning the importance or need for vocational agriculture, "Let's check

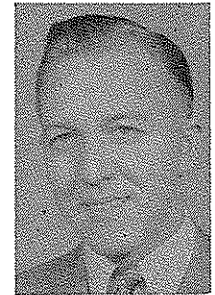
our hole card." Let's take a close look at what a teacher's job really is, "That of Preparing Youth for Life."

*I believe in rural America:
I dedicate my life to its de-
velopment and the advance-
ment of its people.*

□

What 246 Former Students Think About Vocational Agriculture Training

PAUL E. HEMP, Teacher Education, University of Illinois



"Vocational agriculture has taught me to work and to get along in this world today. It taught me to use my hands as well as my mind," was the response given by a former student who is now an insurance agent when asked whether his instruction in vocational agriculture had been helpful to him in his present job.

Of the 246 former students who returned questionnaires in a follow-up study made by the author during the 1957-58 school year, 170 of them said their instruction in vocational agriculture had been helpful to them in their present jobs.¹ All persons who had taken two or more years of vocational agriculture at four selected high schools in Indiana during the 1940-50 period were contacted by mail to gather information about their occupational status and their attitudes towards vocational agriculture. Table I shows the number of former students now employed in certain occupational areas and the percentage distribution of responses to the question, "Has the instruction you had in vocational agriculture been helpful to you in your present job?"

The data in Table I show that nearly 70 percent of the 246 former students returning questionnaires said that their vocational agriculture training had been helpful to them in their present jobs. The reader can observe

¹A follow-up study of former students of vocational agriculture was made in Indiana by the author when he was a staff member at Purdue University.

TABLE I

Percentage of Persons in Six Groups Who Responded in Each of Three Categories to the Question, "Has the Instruction You Had in Vocational Agriculture Been Helpful to You in Your Present Job?"

	Total (N = 246) %	Farming (N = 83) %	Part- Time ² Farming (N = 21) %	Related ³ Occupa- tions (N = 25) %	Non- Related ⁴ Occupa- tions (N = 103) %	Military & Student (N = 14) %
Yes	69.1	96.4	81.0	84.0	43.7	50.0
No	24.8	3.6	14.3	8.0	45.6	42.9
No response	6.1	0.0	4.7	8.0	10.7	7.1

²Part-time farming includes those persons who farmed and held another job.

³Related occupations include the following jobs: lumber sales, gas and oil distributor, meat cutter, dairy manufacturer, production credit manager, agronomist, conservation officer, county agent, SCS aid, feed mill operator, farm manager, fertilizer dealers, etc.

⁴Nonrelated occupations include occupations which are not directly or closely related to farming in terms of products handled or number of face-to-face contacts with farmers.

from the size of the occupational groups that nearly 42 percent of the respondents are now engaged in occupations not related to farming. As one might expect Table I shows that a much higher percentage of former students engaged in farming, part-time farming, and related occupations than in nonrelated occupations said their vocational agriculture training had been helpful in their present jobs.

Respondents who thought their vocational agriculture training had been helpful to them in their present jobs were asked to indicate the phases of their training which had been most helpful. The replies of 170 former

students were grouped under major headings or areas and the frequencies for each occupational group were calculated. Table II shows the areas of instruction mentioned most frequently by persons in each of the six groups.

The replies of the total group fell most often into the general areas of animal husbandry, soils and crops, farm mechanics, and record keeping. The reader, of course, should recognize that teachers spend varying amounts of time and stress to varying degrees many of the areas listed in Table II. It is interesting to note that phases of instruction mentioned most frequently by farmers, part-time

farmers, and persons in related occupations fall into the areas of animal husbandry, soils and crops, and farm mechanics. Persons in nonrelated occupations mentioned phases having to do with farm mechanics, general education aspects of vocational agriculture, and record keeping as being the most helpful to them in their present jobs.

The data in Table II show replies grouped under general areas of instruction. A more descriptive picture of the specific phases of vocational agriculture training that have been helpful to persons engaged in farming, part-time farming, related occupations, non-related occupations, military service, and student roles can be drawn by reviewing some of the comments made by former students.

Eighty of the 83 farmers included in the study said vocational agriculture training had been helpful to them in their present jobs. One farmer said, "The emphasis placed upon the keeping of good records, of knowing what your enterprises are achieving individually has been most helpful." Another farmer indicated that management, care, and feeding of livestock and the study of soil conservation had been most helpful and that "agriculture and chemistry were the only courses I enjoyed in school—thanks to Mr. _____ (vocational agriculture teacher), I completed high school."

A part-time farmer who is also an insurance agent said his vocational agriculture training was a great aid in helping him be a better farmer and to buy and pay for a farm at an early age. He gave much credit to his teacher as an outstanding leader and teacher.

A gas and oil distributor who serves farmers listed four phases of instruction which had helped him most. They were:

1. General farm familiarization helps me talk farm language.
2. The advantages that research has played now days.
3. Keeping of accurate records.
4. Care and maintenance of equipment and buildings."

A manager of a farm credit concern said his four years of vocational agriculture had been of greater benefit to him than any other course.

About 44 percent of the former students now engaged in occupations not related to farming indicated that the study of vocational agriculture had been helpful to them in their

TABLE II
Areas of Vocational Agriculture Instruction and Number of Times Mentioned by Groups of Former Students as Being Helpful in Their Present Jobs

Areas of instruction	Total (N = 246)	Farming (N = 83)	Part-time farming (N = 21)	Related occupations (N = 25)	Non-related occupations (N = 103)	Military & student (N = 14)
Animal husbandry	54	40	3	7	3	1
Soils and crops	37	25	4	5	3	0
Farm mechanics	35	14	3	3	14	1
Record keeping	19	12	1	0	6	0
Gen. educ. aspects"	19	0	1	2	14	2
Farm management	13	8	1	2	2	0
Miscellaneous	10	2	1	3	3	1
Teacher's influence	9	2	0	2	3	2

present jobs. The general education values of vocational agriculture, farm mechanics, and record keeping were mentioned most often by these persons. A carpenter said his farm mechanics instruction helped him in his work, and he thought the study of vocational agriculture was very helpful to everyone in learning about grain, grass crops, and animal husbandry. A navy career man mentioned the value of his public speaking experience. An electric service lineman said the leadership training and self-confidence he obtained in vocational agriculture had been very helpful as well as the instruction in use of tools. A man engaged in welding and pipeline work said the study of soils and types of land helped him in laying pipe. Some of the general education values listed by other respondents include learning how to work, raising a garden, care of household appliances, management training, understanding farm problems, and learning to converse intelligently with farmers.

Some of the persons included in this study are now students at colleges or universities. All of these students indicated that the study of vocational agriculture had been helpful to them in their college careers. Students in agriculture indicated that high school vocational agriculture courses helped them in college agriculture courses. Some mentioned that they never would have gone on to agriculture college had it not been for vocational agriculture and the vocational agriculture teacher. One graduate student majoring in Plant Breeding summarized his feelings this way: "I can say that the principal contribution of high school vocational agriculture was in giving me the inspiration to continue my education and to undertake some form of agriculture work. This is, in a large degree, due to an enthusiastic and dynamic teacher of vocational agriculture."

Summary

1. About 60 percent of the former students of vocational agriculture studied said that vocational agriculture instruction had been helpful to them in their present jobs.
2. Animal husbandry, soils and crops, and farm mechanics were the phases of instruction listed most frequently by farmers, part-time farmers, and persons in related occupations as being most helpful to them in their present jobs.
3. The study of farm mechanics, general education aspects of vocational agriculture, and record keeping were listed most frequently by persons in nonrelated occupations as being helpful.
4. Many students and persons who had engaged in related occupations gave the teacher of vocational agriculture and their vocational agriculture course work credit for stimulating their interest and for encouraging them to pursue a career in agriculture. □

Future Themes

December—Effect of
Vo-Ag on College Success

January—The Farm
Mechanics Program

February—Administering
the Vo-Ag Program

March—The FFA,
Past and Future

April—Guidance

Implications of Science and Technology . . .

necessitated by increased science and technology. What effects will increased specialization in agriculture have on the high school agricultural curriculum? What effect will it have on the teaching of young adult farmer classes? Projecting this problem further, we should ask whether the present curriculums now offered by teacher training institutions and which are presently designed to train generalists in the subject matter field, will meet the future needs of teachers? Will such teachers be able to effectively teach farmers who run specialized farming operations or will they be relegated to the role of program arranging?

Considerable variation now exists between preparation in the agriculture sciences and other educational subjects. The agricultural sciences, like the basic sciences, compose a field of education. Agronomy and animal science, like chemistry or physics, are subjects. Many states require at least a minor for teacher certification in the nonagricultural subjects. A large number of vocational agricultural teachers, on the other hand, teach subjects in agriculture with considerably less than a minor in that subject matter area. Is it more important for a teacher to have a minor in chemistry than in agronomy? In recent years a number of states have increased the subject matter requirements for majors and minors by as much as 50 percent. In Wisconsin,

for example, 22 semester hours are now required for a minor in the nonagricultural subjects.

It is to be recognized that the smaller number of high school students enrolled in agriculture, compared to other fields, necessitate a more generalized rather than specialized training of the agriculture teacher. On the other hand, the agriculture teacher is one of the few teachers on a high school staff who must teach and advise people in a field in which they are engaged and earn their livelihood. While it may not be possible to eliminate the problem involved, it would appear desirable to re-evaluate the curriculums of both high schools and teacher training institutions in an attempt to alleviate the problem. □

News and Views of the Profession

Southern Illinois University Hosts Region IV Officers Meeting



First row, left to right: W. S. Weaver, Regional Vice President of NVATA, Indiana; Walter Bomeli, Michigan; J. W. Berger, Illinois; Harold Elenbaas, Michigan; George Irvine, Illinois; Lewis Estes, Kentucky; E. L. McCauley, Indiana; second row, Robert Kelso, Indiana; Kenneth Russell, Kentucky; Luther Rice, Kentucky; J. W. Fraker, Ohio; Robert Denker, Missouri; Jesse Keyser, Illinois; and William Fulbright, Missouri.

Thirteen state officers and their families from Region IV of the NVATA met with Regional Vice President W. S. Weaver on the Campus of Southern Illinois University on June 25 to 27, 1961. Jesse Keyser,

President of the Illinois Association, was in charge of local arrangements for the meeting and Mrs. Keyser handled the program for the families.

The Agenda included items of general interest such as: ways to

attain 100% membership, the value of a written "Program of Activities," methods of compiling and mailing Newsletters, systems of officer orientation, services available from the NVATA, and plans for the regional meetings at the National Convention to be held at Kansas City, Missouri, in December.

Since Missouri's Lee Fitchett, Alternate Regional Vice President, has left the field of Vocational Agriculture teaching for a public relations job with a Specific Pathogen Free Pig Program, Walter Bomeli of Michigan was elected to fill the position until the next National Convention.

Walter L. Bomeli, *President*
Michigan Association of
Teachers of Vocational
Agriculture
Bangor, Michigan

The Editor Moves



Tom Gandy, the editor of the *Agricultural Education Magazine*, has accepted the position of Administrative Assistant to the President of The Woman's College of Georgia, Milledgeville, Georgia. He leaves the field of Agricultural Education with regret, but has made the statement that the

new work was challenging and interesting. His home address in Milledgeville will be 540 North Tattnall. The move will take place on September 1, 1961.

Gandy will continue to edit the *Magazine* until the Editing-Managing Board has made a decision about his successor. This decision will take place in the Editing-Managing Board meeting at the annual American Vocational Association meeting in Kansas City in December. By that time copy for the April issue will be ready for the printers, so the predicted plan is that Gandy will continue to edit the *Magazine* through Volume 34 or through the June, 1962, issue.

"This will be the first time in the history of the *Agricultural Education Magazine* that the editor has been a member of the staff of a Woman's college!" says Gandy. "But this should not change things at all. Copy should be sent in the usual way through the Special Editors in each region." □

Dr. J. R. Jackson Resigns from Ag Ed Department



Dr. J. R. Jackson, Associate Professor in the Department of Agricultural Education, Texas A & M College, resigned his position effective July 1, to assume new duties as

deputy superintendent of the Brazosport Schools.

Dr. Jackson made outstanding contributions to vocational agricultural education during his tenure at Texas A. and M. He pioneered the Young Farmers of Texas movement and was state advisor for five years. He also made notable contributions in research for the Southern Region of the United States. He was co-author of a textbook on parliamentary procedure and numerous other publications and conducted in-service training programs for hundreds of teachers of vocational agriculture. He was recognized throughout the state by public schools, business and industry for his aggressive leadership in Agricultural Education.

George Hurt, Director of Agricultural Education in the Texas Education Agency, said Dr. Jackson's contributions have assisted materially in the development of the program of Agricultural Education that exists in Texas today.

Dr. Jackson's new field of endeavor will include coordination of subject matter and improvement of quality of instruction in the Brazosport Public Schools.

According to Dr. Les Richardson, Dr. Jackson's years of experience in training teachers will be invaluable to the Brazosport Schools. □

Dr. W. T. Spanton

On April 1, 1961, Dr. W. T. Spanton completed 20 years as Director of the Agricultural Education Branch in the Office of Education, U. S. Department of Health, Education, and Welfare, and as National Advisor to the Future Farmers of America. Prior to his becoming Director of the Branch in 1941 he had served since 1925 as Federal Agent for agricultural education for the Pacific Region.

Dr. Spanton was prominent in the small group of leaders in vocational agricultural education who did the groundwork and laid plans in 1927 and 1928 for the formation, in November, 1928, of the National Organization of Future Farmers of America. Of the small group that helped to organize the FFA, he is the only one left still active in FFA work. By November of this year, when he is scheduled to retire at the age of 70, he will have completed 36 years in Federal Government service.

Dr. Spanton was born in Independence, Kentucky, October 25, 1891. Shortly afterwards his parents moved to Ohio. He received his early education at the Harrison, Ohio, schools, then attended Ohio State University where he won a bachelor of arts degree in 1915, and bachelor of science in education and bachelor of science in agriculture degrees in 1916. Later, he received an M.A. degree from Brown University in 1924, and the Ph.D. degree from American University in 1932.

He began work as a teacher of agriculture in Plain City, Ohio, in 1916, later became superintendent of schools at Litchfield, Ohio, then head

of the agriculture department at Cleveland's East Tech High School.

Passage of the Smith-Hughes Act in 1917 provided federal funds for assistance in establishing instruction in vocational agriculture in rural high schools. Dr. Spanton was one of the few men in the country who had the professional and technical qualifications needed in the new program. He was called to Rhode Island where he served during 1919 and 1920 as professor of agricultural education at Rhode Island State College and as State Supervisor of vocational agriculture. From 1920 to 1925 he served as State High School inspector and State Supervisor of agricultural education for Missouri.

It was in the early '20's that local clubs of vocational agriculture students began to be formed. By 1925, when Dr. Spanton joined the Federal Board for Vocational Education (Now Vocational Division of the U. S. Office of Education) as agent for the Pacific Region, a few State organizations of such clubs had been formed, and the movement was gaining rapidly. With other members of the Federal staff, and with State leaders from Virginia and New Jersey which had active vocational agriculture student organizations, Dr. Spanton assisted in 1928 with the development of final plans for the organization of the Future Farmers of America, and he was one of the members of the original Board of Incorporators.

He has been an active leader in Future Farmers of America work since that time; work which often has involved leadership and cooperation with other youth organizations and agencies. Of these, he has been most closely associated with the Boys Scouts of America, serving as a member of the National Council at Large for many years.

In addition to his service with FFA and the Boy Scouts, he is president of the Future Farmers of America Foundation, Inc.; member of the Farm Committee of the National Safety Council; member of the Board of Directors of the Farm Film Foundation; member of the Editorial Board of *Agricultural Education Magazine*, and member of the Editorial Board of *The Farmers' Digest*.

Dr. Spanton is a member of Alpha Zeta (Honorary at Large), Phi Delta Kappa, Alpha Tau Alpha, Masons (Knights Templar), and National Grange (Seventh Degree). The American Vocational Association has elected

him to life membership; FFA awarded the Honorary American Farmer degree to him in 1931, and he was elected Honorary Governor of the American Royal Live Stock and Horse Show in 1953. A singular honor came in 1959 when the American Agricultural Editors Association elected Dr. Spanton to receive their annual Distinguished Service Award.

Dr. Spanton would be the first to assert that achievements of the FFA are the result of work and contributions of a great many individuals. His contribution has been that of a national leader, particularly since 1941 when he became National FFA advisor. (From 1928 to 1941 he had served in a regional advisory capacity.) Some of the high lights of FFA achievements since 1941 follow:

1. Membership increased from 241,000 to 380,000 in the face of declining farm population.
2. Number of local chapters increased from 7,340 to 8,759.
3. Future Farmers of America Foundation, Inc., established in 1944. The Foundation now has approximately 300 donors and provides an annual program of awards in excess of \$180,000. More than 70,000 boys, distributed throughout the 50 States and Puerto Rico, will receive FFA Foundation Awards in 1961 for outstanding achievement in farming and leadership.
4. Provided for the employment of a full-time director of public relations and information for the FFA, beginning in 1945.
5. Future Farmers Supply Service, owned by the organization, established in 1948, now handling \$1,000,000 annually in sales of official jackets and other supplies to members.
6. FFA granted a Charter of Incorporation by the Congress of the United States in 1950. (Previous to that time, it had operated under a Charter of Incorporation in Virginia.)
7. First issue of the National FUTURE FARMER Magazine published in 1952. The magazine now has a bi-monthly circulation of 280,000.
8. Construction begun in August, 1956, on a \$300,000 office building for the FFA to house the Magazine and Supply Service. This building now is debt-free, paid for entirely by the organization with no contributions from outside sources.
9. National FFA Conventions, held annually at Kansas City, Missouri, now attract 10,000 or more members and guests each year.

James H. Pearson Resigns

Mr. James H. Pearson resigned on July 31, 1961, from the position of Assistant U. S. Commissioner of Education for Vocational Education after 32 years of service in the Office of Education. Jim Pearson was a friend and advisor of countless persons throughout the country in vocational education and in the whole profession of education as well. He was known as a great leader in his chosen field and as an imaginative administrator who guided Federal activities in the Federal-State cooperative program of vocational education through many difficult situations over a period of years.

Mr. Pearson was born in Keytesville, Missouri, and he attended the State Teachers College at Kirksville in that State as well as the University of Missouri. Later he received his Master of Science degree from this same University. He pursued the graduate studies at several other institutions of higher education. Following service as a teacher and principal in a rural consolidated school and teacher of vocational agriculture both in his home State and in Nebraska, he became State Supervisor of Agricultural Education in Nebraska in 1921 where he served for eight years. It was in Nebraska where Mr. Pearson gained recognition for his pioneer work in providing organized instruction for out-of-school young farmers and for adult farmers in the program of vocational agriculture. He was among the first to recognize the need for organized in-class instruction for persons in farming to keep abreast of the technological, scientific, and business administrative aspects which were becoming so important to successful agriculture of that time. The Federal Board for Vocational Education, which later became the Division of Vocational Education in the U. S. Office, had observed his work with these older groups and it encouraged him to join the staff in Washington to promote programs for young and adult farmers throughout the country. Later he became Regional Agent for the Central

States of the Nation where he was responsible for the supervision of the total program of vocational agricultural education in that region. After the end of World War II, Mr. Pearson was assigned administrative responsibilities in vocational education. He was attached to the staff of the Assistant Commissioner as a Regional Field Representative, and was concerned with the administration of all programs of vocational education in a particular region of the country. He then became Assistant Director of the Division of Vocational Education for Program Coordination. Shortly thereafter, he was appointed to the Assistant Commissionership which position he held for eight years until the time of his recent resignation.

Mr. Pearson was highly regarded by the total staff of the Office of Education, and his many friends throughout the Department of Health, Education, and Welfare, held him in high esteem for his seasoned judgment and suggestions for the solution of complex problems.

Among Mr. Pearson's notable achievements while Assistant Commissioner for Vocational Education was his reappraisal of the program of Distributive Education and his leadership in causing attention to be focused on the fact that effective and efficient distribution is essential to a sound economy in the United States. This program was reorientated to "Careers in Distribution" rather than mere training for jobs at the bottom of the ladder in retailing. As his forward looking concept became known to businessmen, administrators, and Congress, there followed additional financial and professional support for this program. In the field of Trade and Industrial Education, he recognized the need for effective leadership, and at a time when there was no Director of the Trade and Industrial Branch in the Vocational Division he laid the plans for what became a series of annual national leadership training programs for young persons in this area who had exhibited potential for personal development. He revitalized the publications program of the Division of Vocational Education and was responsible for the issuance of many bulletins of the Office of Education which served well the intent of the Federal Acts for the promotion and further development of vocational education.

Significant attention was devoted by Mr. Pearson to the implementation of legislation which added responsibili-

ties and expanded programs in vocational education. He was instrumental in presenting justification for the extension and improvement of practical nurse training as authorized by the 84th Congress. His vision regarding the training of highly skilled technicians as authorized under Title VIII of the National Defense Education Act of 1958, and his insistence that programs develop and maintain standards which would in fact assure the training of highly skilled technicians led to their widespread acceptance and significant increases in enrollments throughout the country. He more recently was involved in planning and the administration of legislation for the training and retraining of the unemployed and underemployed. He was effective in working with other agencies of government which have responsibilities under the Area Re-development Act in delineating agency responsibilities in a manner which would assure that vocational training would be conducted effectively and in accordance with proven methods of administration and supervision. And most recently, he was advising with the authorities concerned regarding pending legislation which would provide even greater responsibility and authority to the States for vocational training activities.

Jim is a warm, human, outgoing man whose leadership will be missed by the staff of the Office of Education and whose wise council to many persons throughout the country will long be remembered.

W. P. Ball to the Sudan



Dr. Wilbur P. Ball, presently in charge of teacher education in agriculture at Fresno State College, has been appointed by the College as a member of the United States

Government International Cooperation Administration-Fresno State College Contract Team in the Sudan, Africa for two years. The 14-member team has been assigned to several institutions responsible for the preparation of teachers in elementary education, agricultural education and homemaking education.

Dr. Ball graduated from Colorado State University in 1948 with a B.S. degree in agriculture, and in 1952 completed his M.Ed. in agricultural education at the same institution. He taught vocational agriculture as a supervising teacher at Berthoud, Colorado for three years and prior to that time taught two years at Fleming, Colorado.

In 1953 he joined the staff of the Agricultural Engineering Department at Iowa State University where he taught for three years. He completed a Ph.D. degree in agricultural education at Iowa State University in 1956 at which time he accepted a two-year appointment as an agricultural education consultant with the ICA-Stanford University Contract at the Central Luzon Agricultural College in the Philippines.

Dr. Ball is a three-year veteran of the U.S. Army Infantry in World War II. He was wounded twice in combat and awarded the Purple Heart with Oak Leaf Cluster and the Bronze Star Medal.

The Ball family has lived abroad for two years and traveled in more than 20 countries. His wife, Martha, and their three sons, David, Perry and Jon will accompany Dr. Ball to the Sudan. □

Presentation

By PAUL SWEITZER, Wyoming



Paul Sweitzer, left, making the presentation to Sam Hitchcock.

I am not sure why I was asked to appear at this time as there are others more qualified to make this presentation, but I assure you that the pleasure is all mine.

I want you to know something of the record that Mr. Hitchcock has compiled during his 39 years in Vocational Education. I feel qualified to give this to you as he was

one of the first persons that I met when I came to Wyoming to teach many years ago, and I have been closely associated with him these many years.

Sam began his teaching in 1921 at Sunrise, Wyoming, teaching academic subjects for two years. He began teaching Vocational Agriculture at Cokeville, Wyoming in 1923 for two years. In 1925 he moved to Buffalo, Wyoming to teach until 1935. He became State Supervisor of Vocational Agriculture in 1935 and served until 1941 when he became the State Director of Vocational Education, the position he now holds and from which he will retire on July 1st of this year.

A total of 41 years! Truly a remarkable record and one equalled or surpassed by few, if any.

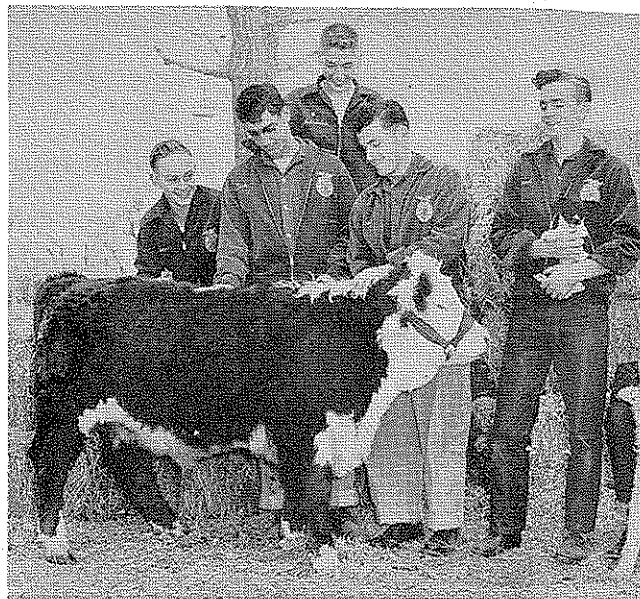
He has a master's degree from Ames, Iowa. Under Mr. Hitchcock's leadership we have seen Vocational Education grow in Wyoming to a place where we rank with the best. He was directly responsible for the formation of this association and for the addition of the various branches as time dictated, until we have the organization as we see it here today.

Many honors have come his way. He is an Honorary Life member of the National Education Association; an Honorary Life Member of the American Vocational Association; an Honorary Wyoming State Farmer of the Future Farmers of America; an Honorary American Farmer of the Future Farmers of America; an Honorary Member of Future Homemakers Association; Honorary member of Gamma Sigma Delta, Honorary Agriculture fraternity at Ames, Iowa. Mr. Hitchcock is also a member of many civic, fraternal and veterans organizations.

Sam is a veteran of World War I and during World War II he assumed extra duties for which he received due recognition.

Now it gives me great pleasure to present to you, Mr. Hitchcock, on behalf of the Wyoming Education Association, for your many years of outstanding service, this silver award on which is engraved:

To Sam Hitchcock
With Warmest Regards
From Your Friends
The Wyoming Vocational Association
1961
Congratulations.



Students of the Mason Valley FFA Chapter at Yerington, Nevada, examine a steer being fattened for the livestock show. Pictured left to right, Allen Wilson, Mario Lommri, Jack Sceirine, Jammie Dominici (deceased), and Bill Penrose.

Stories in Pictures



This group of men served as officers during 1960-61 of the North Dakota Vocational Agriculture Association. Left to right: Don Davison, Washburn, President; Westley Wankel, Turtle Lake, Vice President, District VII; Leo Vossler, Parshall, Past President; Eric Arnston, Watford City, V. Pres., Dist. IV; Wayne Dittmer, Mott, V. Pres., Dist. III; Vaughn Thorfinnson, Lisbon, V. Pres., Dist. II; Norris Fagerland, Devils Lake, Pres. Elect, 1961-62; Merlind Lannoye, Park River, V. Pres., Dist. VI; Murl Linke, Rolla, V. Pres., Dist. V; Cliff Simek, Maddock, V. Pres., Dist. I; Shubel D. Owen, NDAC, Treasurer; Don Erickson, Rugby, Secretary.



Don Garreis (left), regional representative, Sears Roebuck Foundation, Inc., presents a 22 jewel gold wrist watch to Winthrop Ames, teacher of vocational agriculture, Middleburgh, New York, in recognition of 30 years of teaching. Others looking on and receiving the award for 27-30 years of service to vocational agriculture, left to right, Robert Lawrence, Hillsdale; Herbert H. Baum, Warwick; Professor Charles W. Hill, Cornell University, Ithaca; Ray Hall, Forestville; Ward R. Ellsworth, Brookfield; Claude C. Gillette, North Rose; Carlton West, Horseheads, and Everett C. Lattimer, State Education Department, Albany. (Photo by W. W. Sharp.)