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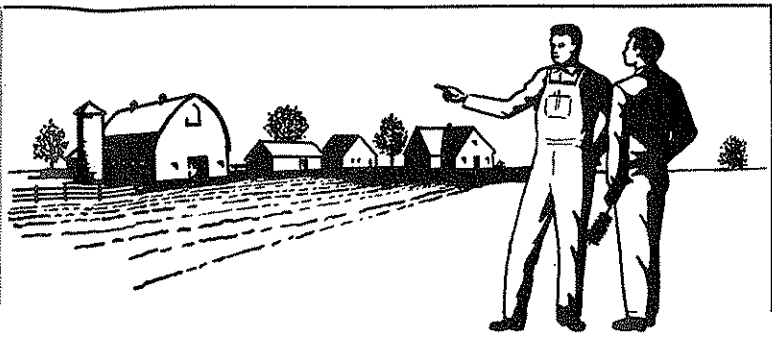
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*Featuring—*Administering the
Vo-Ag Program

The Agricultural Education Magazine



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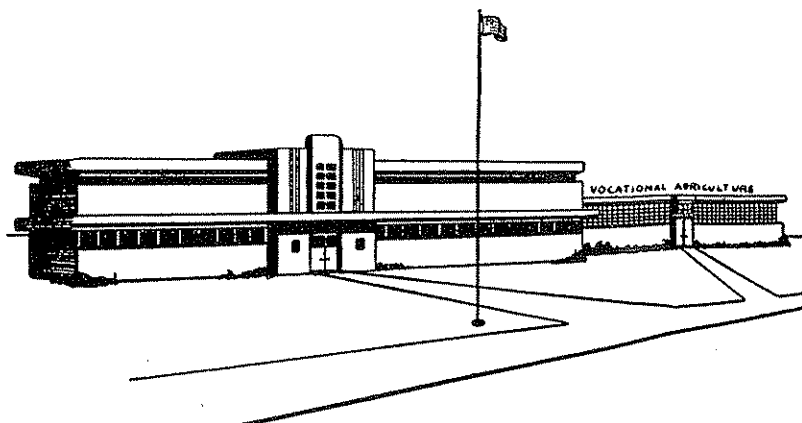
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Editorials

Guest Editorial

Toward Better Relationships

FRANK EMMERLING, Director of Peabody Laboratory School and Associate Professor of Education, The Woman's College of Georgia, Milledgeville

That the science of human relations has failed to keep pace with the science of advancing technology is a commonly recognized reality. It is less commonly mentioned that this truth in itself is something of a paradox for men have created instruments composed of thousands of units which function in perfect harmony, yet in social relationships in which the units are these intelligent human beings there is overwhelming evidence of discord and lack of significant achievements. One of today's most pressing problems then is the need for learning to work effectively and harmoniously with each other in a democratic and mutually respectful manner. It is no proper solution in our society to gain efficiency by establishing relationships which rest on authoritarian or paternalistic foundations.

One area in which much can be done toward achieving the desired right relationship is educational administration. The administrator who achieves proper relations with his staff can serve as an effective example of the principles of warmth, expressiveness, sincerity, and acceptable give-and-take in operation and at the same time achieve better results in his ongoing program.

The recent research reports of the "Field Psychologists" and members of the "Group Dynamics Movement" support the thesis that one responds best to situations which are perceived as free of threat to the individual. By "threat" it is meant that complex of factors which, in whole or in part, tend to produce an overt or hidden fear in the individual regarding the security of his self-organization. Generally, one likes to respond to stimuli which enhance ego. He avoids that which causes him to worry, to doubt, or to experience insecurities. Furthermore, when threat is minimized, people tend to grow professionally and to produce more creative and adequate decisions in terms of their self-defined purposes. They respond best to situations having real and personal meaning to them; they fail to respond effectively to externally imposed demands of superiors.

Several years ago, Carl Rogers, one of the leaders in the area of counseling, presented some "necessary and sufficient conditions" for what is here considered the most effective type of human relationships. Many

From the Editor's Desk

We Are Our Own Worst Enemies

People who insist that vocational agriculture must be taken only by those who plan to farm are doing a disservice to the field of agriculture. The general public has thought of agriculture in terms of plowing, tending livestock, and pruning orchards so long that the term "agriculture" is synonymous with "farming" in their minds. Every time we mention that vocational agriculture is designed to prepare a boy for farming, we are adding to this public image.

I am not suggesting that we discontinue preparing boys for farming. I am *definitely proposing that we add a second role, officially, to our purposes*. The second role is to begin the preparation of those boys who will become the agricultural specialists, the professionals, of the future. You may say that we have been doing this already. But my point is that this must be a stated purpose, officially adopted, openly promoted with the public before we can begin changing the public image of vocational agriculture. Even our national organization for boys, "The Future Farmers of America," has the farm as the ultimate aim of boys as its title. In 1928, this title was a wonderful choice. Has it outlived its usefulness as a title? Yes, I realize that it is growing, vibrant, alive, filled with boys who know the purposes and who understand agriculture in the broader sense. But how about the millions of other people who do not? Public relations are subtle. Are we creating over and over again the stereotype for vocational agriculture that leads principals and superintendents to use the vocational agriculture classes as a catch-all for boys not going to college? If I were teaching vocational agriculture at present, I would want my fair share of the boys who were planning to enter college.

The statistics reported by USDA and other organizations which deal with forecasts stress the point that we are not producing the required number of agricultural specialists today, and that this condition is probably going to get even worse. Have we done our part to encourage capable young men, and women too, to enter the field of agriculture? Or have we created a situation, inadvertently, that tends to repel the better student?

Some agricultural education people have said that if you do a good job of teaching about farming, the individuals taught will be well prepared for any agricultural occupation they may seek in the future. This may be a good statement for the boy who is enrolled. But how about the boy who hears that you are

Toward Better Relationships

psychologists feel that when these conditions are met, the desirable degree of communication develops between the parties involved; a rapport emerges which results naturally in greater personal achievement, whether in business, political, or social experiences of life. These conditions, as they might apply specifically to the administrator-teacher relationships, are discussed in the remainder of this article.

The Administrator Is Himself

The administrator who is himself at all times will facilitate achievement of desired and necessary communication. He must not present a facade or pretense. He must be highly congruent, completely honest, direct, and sincere in what he says and does. He should neither feel compulsion to communicate nor reticence to avoid communicating his perceptions because of emotionally self-protective reasons, easier said than done admittedly, but worth striving for. He must feel completely at ease with his own beliefs and advocate their acceptance as at least considered opinions regarding any issue at hand. Furthermore, the administrator is a human personality; he is not simply an "organizational man," a hand-down of facts and regulations. The creation of a relationship in which the teacher accepts the administrator as a person with genuine regard for that teacher requires elements of friendly personal relaxation, active and mutual expressions of interests, and the conscientious exploration and understanding of the teacher's daily orbit of experiences. Such a relationship must be based initially and finally upon a continuing trust between the members of the relationship. Such an attitude of trust on the part of the administrator will result in a reflection of security, comfort, and deep concern for the human personalities involved.

The Administrator Is Warm and Understanding

An administrator conveys warmth and understanding through his physical gestures and facial expressions as well as through his speech. The classically pictured administrator who "slave drives" his workers, who thinks of them as "machines," who is "hard" or "cold" or too rushed to express personal interest in issues of interest to the teacher fails to achieve the adequate working relationship. The administrator must take time to look into the teacher's world, to sense the teacher's pleasure, doubt, fear, or confusion. He must express his sensitivity to the teacher's internal frame of reference by his words, his looks, and his actions in response to the teacher's problems or achievements. In short, it is not enough to verbalize an interest in the members of a staff; the administrator must do something which conveys that interest concretely.

The Administrator Conveys Positive Regard

Positive regard for the fundamental dignity of the teacher is another requirement for the most effective relationship. The administrator should not condition his regard with pressure or force to impose his set of values upon his teachers. Occasionally, it will not be possible for the administrator to accept the teacher's behavior, but in such situations the administrator must focus his rejections squarely upon the teacher's behavior itself and not upon the teacher as a person. If rejection is necessitated only occasionally, is limited to the behavioral act and does not involve the teacher himself, and if the fundamental rights and feelings of both personalities are honored, there will still exist a high level of positive regard from the viewpoint of the teacher.

In this day of wide disparity of viewpoints in the various fields of social living, the administrator's prac-

tice of being himself, of expressing warmth, understanding, and high positive regard for others, could act as a standard for establishing more productive human relationships in many avenues of life. Administrators, like teachers and parents, are people; there's no reason why they shouldn't act that way. □

. . . Our Own Worst Enemies

teaching farming and says that he wants no part of the farm but is interested in becoming an agricultural chemist, or a geneticist, or a produce manager for a chain grocery company? How about the continuing image left on the public?

The study of scientific agriculture is a course which should be considered basic in the backgrounds of all youngsters, regardless of their vocational aims. The medical doctor can profit from a knowledge of how a plant grows, of animal nutrition, of landscaping and horticulture, and of climatic conditions necessary for certain crops, to name a few subjects. The same is true of the interior decorator who will work indoors most of the time. It is not the subject being taught that is at fault; it is the way that some of us insist that it should be taught that should be changed. □

The Cover Picture

Two former National FFA Presidents, each a farmer and agricultural commissioner in his respective state, review a copy of the convention program upon their arrival in Kansas City to attend the 1961 National FFA Convention. They are left to right: Doyle Conner, 1948-49, State Commissioner of Agriculture in Florida, and Gus R. Douglas, 1946-47, Assistant State Commissioner of Agriculture in West Virginia.

FUTURE THEMES

March—The FFA, Past and Future

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

May—Planning for the Summer

June—Improving the Quality of Farming Programs

Guides to Developing Local Policies for Regional Vocational Agriculture Programs in Connecticut

W. HOWARD MARTIN, Teacher Education, University of Connecticut, Storrs

Regional vocational agriculture programs involve special relationships with other school districts and with the State Board of Education. To insure desirable relationships and efficient operation written policies are needed. These policies are developed by the operating board of education to help administrators and teachers in the conduct of the program.

The policies suggested in the following pages are based on observation and experience with the development and operation of regional programs over the past five years. No one board of education is probably following all of these policies and no board may have authorized some of them. This list may serve as a starting place for boards of education which desire to develop a written statement of policies for regional vocational agriculture centers.

The following procedure is suggested for consideration:

1. The board of education requests the superintendent to work with the consulting committee, principal, department head, and teachers to prepare a statement of policies for its consideration;

2. consulting committee and teachers review the suggested list of policies and review written or unwritten local policies now in effect as a basis for discussion;

3. consulting committee recommends a statement of policies for consideration by the board;

4. board approves, as changed by the board, a statement of policies; and

5. copies of the policies are made available to cooperating schools and the state board as well as to those more directly involved in the program.

Policies of a Regional Vocational Agriculture Program

1. Purpose

1.1 The _____ regional program is provided by the _____ school district in cooperation with the State Board of Education (Vocational Education) under provisions of Public Act No. 556, 1955, to provide a systematic educational program in agriculture for youth and adults in cooperating school districts of _____ and others when feasible.

1.12 *Need for Education in Agriculture*

Many opportunities exist for youth to enter the field of agriculture, even though the number of opportunities to enter farming is declining. There is a growing need for trained personnel with farm background to enter business, service and professional agriculture work.

Agriculture is basic to the economy. Farmers face continuing problems of using new technology and adapting management to meet changes. Systematic education in agriculture for youth and adults is essential for the individual success of those in farming as well as for the economy in general.

1.13 *Responsibility of School*

The public school is the major agency for providing systematic education for people at the local level, including education in agriculture for youth and adults. In the case of regional programs, this school, in cooperation with other schools and the state, seeks to serve all individuals in the region who want, need and can profit from a systematic program of education in agriculture.

1.2 The instruction is designed and conducted to develop proficiency in farming as a basis for entering and advancing in agriculture careers.

1.3 The instruction in the classroom and on the farm is directed to the development of individuals' abilities as follows:

1.31 to enter, and advance in, an agriculture career

1.32 to efficiently produce and market quality products of the farm

1.33 to develop business arrangements in farming

1.34 to manage a farm business

1.36 to maintain and repair farm machinery and buildings

1.37 to maintain and improve home and community

1.38 to develop good relations with nonfarm individuals and groups in the interests of keeping the public informed on modern agriculture

1.39 to make farming a safer occupation

1.4 It is the intent of the board to develop and operate a high quality program which will serve as many persons as possible who need, want and can profit from systematic instruction in agriculture.

1.5 To achieve these purposes, definite policies are approved by the board. These policies are developed and systematically revised in cooperation with staff members and the consulting committee.

2. General Administration

2.1 *The Consulting Committee*

2.11 The committee operates under bylaws which insure rotation of membership.

2.12 Copies of all minutes of the committee including recommendations for action are filed with the Board of Education.

2.13 A member of the consulting committee is invited to attend board meetings at which policies of direct concern to the regional vocational agriculture programs are considered.

2.14 The consulting committee con-

ducts an annual review of program and submits a copy of its report to the board of education with recommendations for further development.

2.2 Department Head

2.21 A department head is designated by the Board of Education.

2.22 He works under the direction of the high school principal and superintendent.

2.3 Facilities of the Regional Vocational Agriculture Center

2.31 The facilities, provided by the State of Connecticut, are used exclusively for vocational agriculture unless written authorization for exception is made by the State Board of Education.

2.32 The use of facilities by cooperating agricultural groups is scheduled by the department head, and a copy of this schedule is filed with the principal of the school.

2.33 The budget includes estimates of costs for maintaining facilities and equipment.

2.4 Budget for the Regional Vocational Agriculture Center

2.41 An annual budget is submitted to the principal and superintendent by the department head on or before _____.

2.42 A copy of the approved budget for the department is provided the department head and the State Department of Education.

2.43 A biennial budget is prepared by the department head and the superintendent for submission to the State Board of Education at prescribed dates.

2.5 Program

2.51 Annual and long-time plans of work for all phases of the program are reviewed and approved by the board.

2.52 Copies of these plans of work are on file in the principal's and superintendent's offices.

2.53 All activities of the F.F.A. as well as class members involving fund raising or other activities which are not primarily instructional in character are approved in advance by the principal and/or superintendent.

2.54

2.55 The superintendent coordinates and approves public information activities designed to acquaint persons in other school

districts with the opportunities for education in agriculture which are available through the regional center.

2.6 Student Enrollment

2.61 Standards and practices to be used in admitting pupils to high school vocational agriculture classes are developed by teachers of agriculture in cooperation with guidance officers and school administrators.

2.62 A copy of these standards and practices is made available to those concerned in all school districts of the region.

2.63 Maximum and minimum enrollments in classes for high school youth and for adults may be set by the department head after consultation with school administrators. Factors of economy, safety and efficiency of instruction are considered.

2.64 Every effort is made to assist other districts with the problem of providing transportation for their high school students in vocational agriculture.

2.65 Any student from another school district who is denied admission to the program or who is about to be dropped from the program is given opportunity to review his case with a committee representing teachers, administrators, consulting committee, and the school board.

2.7 State Standards

2.71 Every effort is made to maintain or exceed standards for the vocational agriculture program which are, or may be, established by the State Board of Education.

2.72 It is the duty of the department head, through the superintendent, to advise with appropriate representatives of the state board regarding temporary or anticipated failure to operate at or above the minimum standards established by the State Board of Education.

3. Personnel

3.1 General

3.11 Unless exception is noted, all general obligations and rights of other teachers employed by the board apply to teachers of vocational agriculture.

3.12

3.2 Employment Period

3.21 To insure supervision of farming programs and continuity in

adult education all full-time teachers of agriculture are employed on a 12 month basis.

3.22 Teachers of agriculture receive 20 working days for vacation time. Not more than 10 days of vacation time can be carried over from a preceding year or years.

3.23 Vacation schedules of teachers are approved by the principal.

3.3 Salary Schedule

3.31 To compensate the teachers of agriculture for summer employment a factor of 1.25 is applied to the salary which would be paid to a teacher employed for the school year only whose experience and training were similar.

3.32 Teachers of agriculture are not paid extra for teaching adult groups since this is a part of the regional program.

3.4 Travel

3.41 Teachers of agriculture when required to use their personal cars in carrying out their duties including, on farm instruction, attendance of professional and technical agriculture meetings, and other activities commonly expected of them, are reimbursed at the rate of 8¢ per mile.

3.42 Any travel outside of the region for which reimbursement is claimed is to be approved in advance by the principal.

3.43 Travel outside of the state may be reimbursed providing that the activity is approved by the State Board of Education.

3.5 Leaves of Absence

3.51 Teachers of agriculture may be granted permission to attend summer school (5-6 weeks), for purposes of qualifying for the standard certificate, no more than twice in a five-year period, unless a qualified substitute is employed.

3.52 Requests for leave to attend summer school are filed with the principal at least three months in advance.

3.53 The teacher is paid for not more than 10 days of summer session leave in addition to any vacation time which the teacher elects to use for this purpose.

3.6 Assignment of Duties

3.61 The department head in cooperation with all teachers of agriculture prepares for the principal a list of all classes and/or special units assigned to each teacher.

- 3.62 The principal in cooperation with the department head develops a schedule of classes for vocational agriculture.
- 3.63 The assignments of responsibility for on-farm instruction are prepared by the department head and other teachers and is filed with the principal.
- 3.64 Responsibility for other duties

is indicated in the annual plan submitted to the superintendent and principal.

- 3.65 Any questions involving disagreement as to responsibility are discussed with the principal.

4. Nonteaching personnel

4.1 Custodial & Maintenance

- 4.11 Adequate staff is provided to

insure desirable standards as well as to minimize the amount of such labor required by professional staff members.

4.2 Other

- 4.21 Secretarial assistance is provided and it is charged to the program on the basis of actual hours of secretarial time used. □

Implications for a Strong Program in the 60's

HAROLD WILLIAMS, Vocational Agriculture Teacher, Cushing, Oklahoma

There are a lot of successful farmers who never heard of vocational agriculture until after they were firmly established in farming. Numerous former vocational agriculture students praise the training they received as future farmers of America, but rarely a word is spoken about vocational agriculture. A typical statement is "I was in F.F.A. in high school." Another typical statement, "he is the F.F.A. teacher in our local high school." Upon being introduced to people in the community as the new vocational agriculture teacher, the writer was asked if the school was adding a new course. After explanation that he was the new F.F.A. teacher the reaction was, "Oh! yes, we have had an outstanding F.F.A. chapter for over twenty years."

Is the F.F.A. a product of vocational agriculture or vice-versa? No doubt the F.F.A. should be the product of vocational agriculture; that is the way it was intended. It is the belief of the writer that the cart has maneuvered itself around in front of the horse. Too many times vocational agriculture in some local high schools have to rely on the record of the F.F.A. to justify its existence. Such things as winnings at shows, fairs and contests have been set up as the criteria for agricultural education in the community. A winning crop judging team in a grass and livestock community seems to have little value in meeting the agricultural education needs in this situation. Too many times the practicability of project programs have to be justified as teaching citizenship through a halter.

There are far too many project programs based on the competitive needs of the F.F.A. rather than the agricultural needs of the community. Many students enroll in vocational agriculture classes in order to become members of the F.F.A. and thereby gain the privilege of participating in shows, fairs and contests. The vocational agriculture teacher could well evaluate the enrollment in his agriculture classes if it were not for the F.F.A.

The writer is definitely not against the F.F.A. as a part of vocational agriculture. It is one of the most dynamic organizations for youth in existence. The F.F.A. has many opportunities for service to the student in meeting his educational needs. The leadership activities it offers are among the most irresistible forces in modern day teaching to challenge a young man to reach out in his quest for knowledge. No young man can remain under the influence of this energetic organization without being affected by its high ideals of good citizenship and self reliance.

It must be remembered that there are other youth organizations with the same high ideals. Do not lose sight of the fact that they do a pretty good job in attaining their goals at no tax cost to the community.

If agricultural education is at the crossroad, then there must be reasons for it. Some of them could be: (1) we as vocational agriculture teachers have become high paid specialists in agricultural youth programs that deal with less than ten percent of the youth in the community; (2) we have

not been concerned enough with the agricultural education needs of all the people in the community. We fail to realize that the people who own their homes and a business in town have agricultural problems and they pay taxes to support the schools; (3) we have made no organized provisions for training students entering agribusiness vocations. This group represents about 40% of our employable population; (4) too little consideration has been given to the adoption of the agriculture program to the local needs; (5) we have been too slow to recognize that as agriculture changes the needs in agriculture education change; (6) we have identified ourselves as agriculturists instead of educators in agriculture; (7) we have set ourselves aside from the administration and the rest of the faculty because of low enrollment and half-day classroom schedules; (8) we have shackled ourselves in meeting the agricultural education needs with ideals designed for the agricultural needs of "one gallus Joe and a Georgia stock."

The problem arises how shall we proceed from the crossroads. Any route that does not lead to a more dynamic, forceful program of vocational agriculture will be insufficient. Only the strong will survive long enough to find the route. A thorough examination of our present program together with a realistic evaluation of the purposes of education will solve this problem.

Many people have formulated programs of vocational agricultural education with which the writer is in

complete accord. However, it is felt that for the particular situation faced by the writer, the program below would be a definite guide in finding the right road to a more dynamic program of vocational agricultural education.

1. A broader more realistic program of farming for students who plan to become established in farming by giving greater emphasis to a complete involvement in enterprises.

2. A continued emphasis of the leadership activities of the F.F.A. in a program that reflects the true image of vocational agriculture in its relation to the school and community.

3. A comprehensive program of vocational agriculture that permits the student to prepare for college.

4. A program of instruction that affords the student the opportunity to prepare and train for vocations in agri-business.

5. A program that provides agricultural education of all those who desire it without regard to their present economic interest in agriculture.

6. A program of adult education that deals with the agricultural problems in their relation to the community.

In order to implement such a program, the following procedures are suggested:

1. Vocational agriculture classes

A. Agriculture I and II

- (1) Technical agriculture

- (2) Supervised project programs

- (3) F.F.A. activities

- (4) Two units or credits.

B. Agriculture III and IV

- (1) Supervised farming programs

- (2) Agri-business training

- (3) Agricultural economics and management

- (4) College preparatory

- (5) F.F.A. activities

- (6) Two units or credits.

2. Agricultural science class

A. One course

- (1) One grade level

- (2) Nonvocational only

- (3) One unit or credit. □

Problems and Responsibilities Involved in Administering Programs of Vocational Agriculture

A. P. FATHERREE, State Supervisor, Agricultural Education, Mississippi

From a state supervisor's viewpoint the administering of a program of education in vocational agriculture is a great responsibility. In fact, I do not know of a position in the field of education where the responsibilities are any greater. The responsibility for the development of rural farm boys and improving the farming, economic and social status of young and adult farmers is almost staggering at times.

Along with the responsibilities, the position offers wonderful opportunities. The privilege of working in such a position should challenge the best of any man.

To list some of the specific responsibilities we might begin with—the selection, training and supervising of a staff of helpers. After the staff has been selected, then there is a responsibility of looking after their personal welfare, as well as their professional assignments. A state supervisor should be interested in each person employed and in his entire family. He should do all he can to make working conditions favorable for staff members. This same responsibility applies to

teacher training staffs—in both white and Negro colleges. He should also assume a joint responsibility with local school administrators in working for the welfare of every vocational agriculture teacher in the state.

The state supervisor has a responsibility of providing leadership for the program. Leadership in any organization or business is an absolute essential. A business cannot prosper without a leader to guide, direct and stimulate the business. This would apply equally in industry. Even in social affairs there has to be a leader. You cannot have a party or club meeting without somebody taking the lead and directing the activities.

Governments on all levels need dynamic leaders. People will drift without a leader. A strong guiding hand is needed to formulate policies, plans and to stimulate and motivate people. We have all seen periods in the history of our nation where the top leaders were weak and have noted that there is a corresponding weakness in the improvement and development of our country. This has been

true many times in state and local governments.

Leadership is just as essential, if not more so, in education than in any other activity. I have observed this from the school level to the state superintendent of education. A strong leader in a local school will develop an outstanding program of education with a minimum number of problems. As state supervisors our leadership, either for good or for bad, is reflected in the programs of education in vocational agriculture in our states.

We have a responsibility in keeping our program adjusted to changes. To do this there is need for vision and foresight. We should be able to look ahead or gaze into a crystal ball and be able to vision, to a fair degree of accuracy, what the future holds for agriculture and education in agriculture.

With the revolutionary changes in agriculture and the corresponding need for changes in education in vocational agriculture the supervisor has a big responsibility in guiding the educational activities in agriculture. This

great responsibility actually opens a great field of opportunities and needs clear thinking and cooperative action, as well as dynamic leadership in planning programs of education in vocational agriculture. It is our responsibility and privilege to aid in formulating an accurate picture of the agricultural and educational situation of the future. There seems to be an attitude abroad that agriculture is not as important as it once was. This increases the responsibility of supervision in trying to orientate school people on the continued need and even the expansion of programs of education in vocational agriculture.

We have heard much in the last few months about the new frontiers. We should be able to vision these new frontiers and gear a program of education in vocational agriculture to reach the new horizons.

In order to look into the future, there is need for an expanded, practical research program in agricultural education. This becomes a responsibility of the supervisor. A study of the best methods, procedures and results should be somewhat of a guidepost for the future. The only way to find out these things is through research.

We should prepare ourselves in the field of agriculture and in the field of education. We should have a practical working knowledge of agriculture. We should know farm life. We should have a sound rural philosophy and have the ability to impart this knowledge and philosophy to those with whom we work.

A state supervisor should be able to sell the program of education in vocational agriculture to the general public within his state. To do this he should be a man of integrity; should be courageous, sincere, enthusiastic, loyal and unselfish. He should be an example to all who know him and impart his enthusiasm to the people with whom he comes in contact.

A state supervisor should assume the responsibility of projecting a program of education in vocational agriculture and making a budget for its operation. He should assume the responsibility of informing the State Director, the State Superintendent of Public Education, the Governor, members of the Legislature and members of Congress on the needs and solicit funds for its support.

In soliciting the support, the help of various organizations should be

secured. For instance, the vocational agriculture teachers' association, farm organizations, etc.

The state supervisor should assume the responsibility of advising with and developing a sound philosophy of vocational agriculture in the vocational agriculture teachers' association.

The state supervisor has the responsibility of developing the FFA and NFA programs. These programs should include training in farming, leadership, citizenship, recreation, co-operation, etc. and should be on a doing level.

There are many problems involved in administering a program of education in vocational agriculture from the standpoint of the state supervisor. However, in our own state I do not believe that we have as many problems as we did at one time in the past. We have about gotten out of the "basement" and there seems to be a better attitude on the part of the school administrators. I can recall in my early days as state supervisor that most of my time was spent trying to settle some problem between an agriculture teacher and a school superintendent. Today, we have very little of this to do.

(Continued on page 189)



Working Together in Vocational Agriculture

LOUIS M. SASMAN, Emeritus Chief of Agricultural Education, Wisconsin

Does your school administrator know as much about the department of vocational agriculture as he does about any of the other departments of the school? Or, does he say: "The ag. man runs the agricultural department; I don't know too much about it"?

The success of the vocational agricultural department depends greatly upon the support of the school administrator because he is usually the only liaison between the agricultural department and the school board. With declining farm populations and the publicity being given to difficult situations in farming, school boards not properly informed may get the idea that vocational agriculture is becoming less important. One of the

weaknesses in the conduct of the program of vocational agriculture is that we have often failed to keep the school administrator and others with whom we work fully informed in regard to our purposes and activities.

The following procedures adopted by some agricultural workers on state and local levels have seemed to promote a general spirit of co-operation among those who are interested in and responsible for the conduct of the program:

1. Notifying schools of plans for visits by state (supervisory and teacher education) staff members,
2. Contacting the school administrative office at the beginning of any

visit to a school by state staff members.

3. Including a representative of the school administrators' association on a state advisory or consulting committee.

4. Conducting area or district conferences for school administrators.

5. Closely coordinating policies and activities of the state supervisory and teacher education staffs.

6. Providing associate memberships for state staff members in the state agricultural teachers' association.

7. Including representatives of the state agricultural teachers' association in state staff meetings.

8. Planning by the agricultural teacher with the administrator, on a yearly basis, of all department activities—in and outside of the school building.

9. Reporting regularly—monthly and annually—department activities, to the school administrator.

10. Arranging previously with the

school office for any activity taking teacher or pupils away from the school building.

11. Including the name of the school and the administrator at the head of any stationery of the department or F.F.A. chapter.

12. Participating regularly in school faculty meetings.

13. Presenting the program of vocational agriculture to the school faculty at least annually.

14. Including school faculty representatives—where possible the whole faculty—on guest lists, and the administrator on the program, of F.F.A. banquets. □

An Experimental Approach to Program Planning in Israel¹

E. G. JUNGWIRTH, Teacher Education, Hebrew University, Rehovot, Israel

The secondary agricultural schools in Israel differ from similar institutions abroad, both in their program of studies and their student populations. Whereas abroad the students in such schools come mainly from the farm-population groups, and have the intention of becoming future farmers, the Israel school population has a large majority of city boys and girls, many of whom have no intention of making agriculture their future profession. The actual over-all percentage of former students of these schools in agriculture amounts to only 25%.

The program of studies is built on conservative lines, with little attention being given to facilitate the transfer of knowledge gained in the pure sciences to the field of actual application in agriculture.

The special nature of Israel's agriculture demands that trained agriculturists be able to apply their theoretical knowledge in a diversity of actual farming situations, which, in turn, needs a high degree of flexibility of thought. It has been shown, that the present curriculum in the secondary agricultural school is not sufficiently adapted to the task of developing the integrative thought processes and habits of application of theory which are needed to ensure success in Israel's varying and difficult farming situations.

This research project was set up to attempt the solution of a two-fold problem by reorganizing the curriculum:

1. To attempt to present agriculture to the students in such a manner as to make it more attractive, and thus to enlarge the percentage of graduates choosing agriculture as a career.

2. To attempt to teach the sciences and agriculture in such a way as to improve learning and retention on one hand, and application of knowledge on the other.

This two-fold attempt involved the actual integration within one "broad-field" of the following subjects, normally taught as discrete units, and, as a rule, by different teachers:

1. Biology (botany)
2. General agriculture (soil science, soil management, climatology, ecology, plant nutrition)
3. Plant propagation
4. Introduction to farming.

The experiment was carried out in three secondary agricultural schools and lasted for three (one plus two) years. Approximately 350 first-year students in ten classes (five each year) participated. The first (preliminary) year was devoted to the construction of the necessary measuring instruments and the construction and consolidation of the proposed curriculum. The actual controlled experiment was carried out in the two consecutive years of 1958-59 and 1959-60.

In each year there was an experimental group and a control-group at the secondary agriculture school of Ben Shemen, and three groups for further comparison at two other co-

operating schools. The differences between various aspects of the student populations of these schools made such a separation necessary.

A special attitude test was constructed in order to measure the students' attitude to agriculture at the beginning of the year, in order to obtain a measure of the changes in this attitude occurring during the year.

The learning potential of the various groups was obtained by using the Israel Ministry of Education Achievement-Battery (8th grade, 1956 edition). The pupils at Ben Shemen were placed according to the results of this test in order to ensure the equivalence of experimental and control-groups.

A special achievement test was constructed to measure both the amount of knowledge gained by the various groups (in discrete subject matter), as well as their ability to apply such knowledge by solving complicated questions and farming problems.

During the year measures were taken to ensure the identity of the subject matter taught in the various groups, as well as the identity of teaching methods (including audio-visual aids, etc.). Such control was possible mainly at Ben Shemen.

The teaching potential of the participating teachers was measured with the aid of the Minnesota Teacher Attitude Inventory, which showed a great similarity of teacher attitudes at Ben Shemen, but not at the other schools. The professional training and teaching experience of the participating teachers were also taken into account.

¹Based on a doctoral thesis completed by Dr. Jungwirth at The Hebrew University, Jerusalem, Rehovot, Israel, 1960.

At the end of the year the above mentioned tests were given to all the groups.

The results are outlined below:

1. Influence of the "broad-field" approach in creating a positive change in the pupils' attitude to agriculture.

The changes in the various dimensions of the attitude to agriculture were (as class averages) small and showed a great variability.

Comparing the experimental group with the control group at Ben She-men it was found that the proposed curriculum was instrumental in bringing about a significantly positive change in the pupils' attitude toward "nature" (plants and animals), an increased understanding of agriculture's tasks in the Israel economy, a shift of vocational preference from town to country vocations, and an increase of manifest interest in agriculture as a career.

Comparing the experimental group with the other cooperating schools, it was found that, although the above

mentioned changes were still evident, they were not significantly larger than those obtained in the other schools.

Since the initial attitudes toward "nature" and agriculture as a career in the cooperating schools were much more positive than those at Ben She-men, the following conclusion was drawn:

"The broad-field approach was shown to be useful in bringing about the above mentioned changes, when the *initial* pupil attitude and/or preference were *low*, but not significantly useful when compared with similar pupil groups whose initial attitudes were already high.

2. Influence of the "broad-field" approach in enhancing learning efficiency and transfer (application) of knowledge.

The results of the special achievement test given at the end of the year were almost identical in both years. The experimental group attained significantly higher results in the discrete subject matter part of the

test (both botanical and agricultural subjects), and showed a significantly higher ability in solving the complicated questions and problems demanding application of knowledge.

The following conclusion was drawn:

The proposed curriculum was shown to be instrumental in enhancing the learning efficiency as well as the ability to apply the obtained knowledge to such a degree as to produce results which differ significantly from those attained by pupils of equivalent learning potential who were taught within the frame-work of the traditional curriculum.

In view of the results of this research project it was suggested that the relevant authorities consider the possibility of introducing changes in the curriculum of the secondary agricultural school, in order to achieve a higher degree of teaching-learning efficiency, and in order to increase the percentage of pupils choosing agriculture as their future career. □

Where Do We Go From Here?

JOHN HOLCOMB, Teacher Education, Texas A & M, College Station

This question was put to fifty-nine leaders in Texas—state staff, teacher trainers and teachers of vocational agriculture. In the main they foresee:

- ... A standard curriculum for 40 to 50 per cent of the course of study, with emphasis on agricultural science.
- ... More in-service assistance for teachers, both technical and professional.
- ... Better public relations.
- ... Modified supervised farming programs.
- ... More work with adults, and more specialists to help.

In the opinion of the Texas leadership, vocational agriculture has a vast job ahead. It has performed well in the past. It has retained its attraction for students in the face of terrific competition. It has emerged strong and respected. It has been sensitive to the needs of those it serves. Now, a changing agriculture requires a

changing program of vocational agriculture. The following provides a bit more detail on the thinking of these leaders.

Curriculum Revision. A "common core" of scientific agricultural information, needed in all localities, should be defined, adopted and become a part of the structure of standards associated with acceptable vocational agriculture instructional programs. All who responded to the inquiry favored a common core, but opinion varied widely on an appropriate percentage of total class time that the common core should occupy.

In-Service Training. To keep pace with our trigger-happy agricultural change, more and more in-service education is needed by teachers. The opinion of Texas vocational agricultural leaders favors placing emphasis on the new or improved in technical agriculture, but strong opinion also favored expanding in-service education in methods and presentation.

Public Relations. Vocational Agriculture needs a dynamic program for

increasing public understanding of agriculture and its role in the total national and world economy. In addition, the function and the achievement of vocational agriculture should be explained to nonfarm as well as agricultural people. Increased effort at all levels is needed in public relations for vocational agriculture.

Supervised Farming Programs. Supervised farming programs could and should be modified within the framework of existing policy. The six-month minimum production project offers experiences in so wide a variety of free enterprise functions that it should be retained as a requirement. On the other hand, income-producing activities different in nature need more active promotion as an integral part of the supervised farming programs. Some suggest placement for agricultural experience in feed stores, locker plants, grain elevators and similar businesses. Several suggested custom operated machinery such as combines, trucks and spray equipment, as welcome additions to supervised farming programs.

the Station's Agronomy Department which involves teacher assistance as technicians out over the state. The Department of Agricultural Education has provided some funds for a graduate person to assist with this program. His concern has been one of liaison with the Station and consideration of the educational aspects of the work. The Station has had some grant-in-aid funds from a company to support the cost of supplies furnished teachers, and travel of Station personnel. To date, this work has centered about the responses of various soil types to certain fertilization practices. Vocational agriculture teachers have developed trial plots on farms within their communities under the direction of agronomists at the Experiment Station. Soil samples, plant tissue samples, and yield data from plots are forwarded to the Station for analysis, and the results are returned to teachers for their use in classes. The most recent innovation is the offer by the agronomy personnel of the Station to assist teachers in the development of their education demonstration plots to the extent where more detailed data from the trials could be forwarded to the Station for statistical analysis, to provide more valid interpretations which the teacher may use in working with the farmers.

It was my privilege this Spring to meet with the joint staffs in Ohio, the Director of the Experiment Station, and the Dean of the College of Agriculture, as they considered the development of an Experiment Station project in agricultural education designed to determine the educational needs of farmers in Ohio. Funds from other sources would probably also be used in financing the project. At the present time a pilot study is contemplated to open up the field. The next step considered was the organization of a study group to identify needs and guide the development of the project. This group, The Ohio Commission on Agricultural Education Needs of Farmers, would be representative of agricultural agencies, organizations, and other interested groups. This will be a project of considerable scope and importance to agricultural education in Ohio.

The usual approach to securing Experiment Station support has been through developing a project and submitting it to the Director for consideration. The Virginia staff has departed from this procedure in their current effort to achieve Experiment

Station backing for research endeavors. They have submitted the proposal to Director Young that an Experiment Station position be created with full time allotted to research in agricultural education. Dr. Young has agreed to include this position in the Experiment Station budget he will submit this year.

Wisconsin can be cited as another example of Experiment Station support. Their project was initiated in 1956 and is a longitudinal study covering eight to ten years. The major objective is to determine the education and occupational plans and attainments of Wisconsin high school students. The project evolved from a discussion with the Experiment Station Director relative to some of the needs for agricultural education research. The research proposal was drafted, submitted to the Director, and it was approved for support. At present, they are working with two study groups. The initial group included 770 high school seniors from five Wisconsin counties. The second group included 1,106 freshmen students in the same five counties in all of the high schools. Part of the emphasis in this project has been on how young men become established in farming. The information derived will be useful in helping counsel youth regarding educational and occupational opportunities.

Although it is not supported by the Experiment Station, there is another investigation under way in Wisconsin that I would like to call to your attention. This study is referred to as the "New Era Movement" in agricultural education. A Cable Conference Group met in October, 1960, to review the program, clarify problems and adopt a study approach. This was followed by an evaluation conference held in February, 1961, attended by 24 representatives of organizations and agencies interested in the vocational agriculture program in Wisconsin. Subsequently, six work committees were established to study the objectives of the vocational agriculture program, curriculum, administration, and supervision, public image, pre-service and in-service education programs and research and experimentation. Progress reports from each of these six work committees are to be made by September 15.

The U. S. Office of Education Cooperative Research Program is another source of financial support for research in agricultural education. The proposed coordinated concentration of

our research efforts should result in projects of sufficient scope and quality to merit more favorable consideration for support by this program. This cooperative research program is operated under the terms of Public Law 531, 83rd Congress, which authorizes the Commissioner of Education to "enter into contracts or jointly financed cooperative arrangements with universities and colleges and State educational agencies for the conduct of research, surveys, and demonstrations in the field of education." Proposals for specific research projects are made by staff members in institutions of higher education or in State Departments of Education. All proposals are submitted for review to the Office of Education Research Advisory Committee which is composed of nine research specialists and educators. If a proposal is recommended for approval and accepted by the Commissioner of Education, the Office negotiates a contract directly with the institution or agency for support of the project in terms of the funds available. The cooperating institution or agency is also expected to contribute to the total cost of the project, usually by providing some proportion of the professional services and/or facilities. Copies of the instructions for submitting an application and the list of criteria used by the Advisory Committee in evaluating research proposals may be secured from the Cooperative Research Branch of the Office of Education, Dr. David L. Clark, Director. There are three submission deadline dates each year, September 1, December 1, and April 1, and the Research Advisory Committee meets to consider the proposals from 60 to 90 days following these dates. At the June, 1961 meeting of the committee, 194 applications were reviewed and 51 were approved. From 400 to 450 applications have been received each year and the present approval rate is approximately 30 percent. The approval rate is unrelated to funds available under the program. If of sufficient quality, a project will be approved even though funds are not available, and it will be given a priority rating for future funds. All projects approved as of July 1, 1961 have been funded. As I am sure you have concluded, this is a highly competitive funding program. The proposed project, its design and application must be of high quality.

California has a Biological Science-Agriculture curriculum project under

way, supported by a National Defense Education Act grant. Dr. S. S. Sutherland, Chairman, Department of Agricultural Education, University of California, Davis, is director of the project, assisted by Dr. W. Earl Sams, Consultant in Secondary Education for the California State Department of Education and Specialist in Biological Science. The ultimate purpose of this undertaking is to provide teachers of agriculture with content which will enable them to develop in their third and fourth year students an understanding of the more important biological principles upon which modern agricultural practices are based. The objectives of the present phase of the project are to determine: (1) if it is feasible and practical to teach biological principles as a part of the third and/or fourth year of vocational agriculture; (2) if this content is appropriate for a separate course in Agricultural Biology for junior and senior pupils; (3) if junior and senior vocational agriculture pupils can master this material; (4) if this amount of content can be integrated with an agricultural course without making it necessary to eliminate other important units; (5) if the inclusion of the material does make instruction in third and fourth year vocational agriculture more challenging and interesting to pupils; and (6) what changes and revisions may be necessary in the content, and suggested activities thus far developed to improve its effectiveness. The project was an outgrowth of a teacher advisory group called by Byron McMahon, Chief of the California Bureau of Agricultural Education, to make recommendations concerning the direction which vocational agriculture in California should take during the next decade. The first recommendation by this advisory group was that class instruction should be made more challenging and more science-based if they were to keep up with technological changes in agriculture. Dean Briggs of the College of Agriculture, and Dr. Sutherland had previously arrived at the same conclusion, so there was institutional support for the project. A list of biological principles basic to agriculture, a procedure and sample teaching units have been developed. This content will be taught in seven typical California Vocational Agriculture Departments during 1961-62. In four schools it will be taught integrated with the junior-senior year of vocational agriculture. In one school

it will be integrated with second year vocational agriculture; and in two schools as a separate course for agricultural pupils. Teachers and curriculum specialists from these seven schools were brought together for a planning meeting on June 23. The results of the trials in these experimental classes will be evaluated through supervision visits by Dr. Sutherland and Dr. Sams. They will make three visits per school to measure the progress objectively by means of pre-tests and final tests designed to determine pupil understanding of the biological principles at the beginning and at the conclusion of the year. In addition, each teacher will make evaluations of each unit as he completes teaching it, with forms provided for this purpose. Finally, two evaluation conferences will be held, involving the teachers and curriculum coordinators, one at the close of the Fall semester in January, and a second toward the close of the Spring semester. On the basis of the findings in the experimental schools, they will revise and supplement the content for publication in the summer of 1962. The teachers, supervisors, and others who have been involved in this project are enthusiastic about it and feel that it will result in improvement of instruction to their third and fourth year pupils. Detailed information is now available on the procedure and content to be employed in the experimental classes.

We should also recognize the possibility of securing financial support for agricultural education research from foundations, agricultural organizations, and industrial groups. During the past year a willingness to consider supporting intensive research endeavors has been expressed by such groups. Mr. J. C. Denton, President of Spencer Chemical Company and Chairman of the FFA Foundation Sponsoring Committee, has indicated that we can look to agri-industry for interest and cooperation in our research activities. A research project recently begun by the Department of Agricultural Education at Pennsylvania State University illustrates this type of financial support. A proposal to study the comparative effectiveness of the lecture-discussion and programmed self-instruction methods of teaching farm credit to vocational agriculture classes was submitted to the Farm Credit Banks of Baltimore in April, 1961. The proposal was approved in June, involving a planned three-year project with an estimated annual cost of

\$5,606. It was proposed that \$978 of the annual cost come from Pennsylvania State University, \$1,128 from George-Barden funds, and \$3,500 from the farm credit agencies. They plan to include in the study high school, young farmer, and adult farmer vocational agriculture students from 30 departments in four states. Classes in 15 of the departments will be taught a farm credit unit, using a teacher lecture-discussion method. Classes in the other 15 departments will be taught using a programmed self-instruction method, with no teacher. A pre-test will be given at the start of the unit, a post-test at the end, and a test for retention approximately four months later.

I have reviewed with you a proposed procedure for a coordinated concentration of our research capacity on the crucial issues confronting agricultural education. We have taken a brief look at some of the possible sources of financial support for research, and at a few projects now under way or planned, illustrating various methods of financing. Much outstanding research has been done, and is being done, in agricultural education. However, identification of crucial researchable issues and coordination of their investigation will increase our probability of securing a maximum of program planning information in a minimum of time. Such a coordinated endeavor will help us to get off the periphery and on the core. A maximum research effort is imperative if we are to identify and activate the necessary innovations in programs so we may effectively meet current and future needs. I challenge this research conference to accept this as a point of departure, make the many refinements and alterations needed, and take the necessary steps to implement an optimum program of research in agricultural education. □

SUBSCRIPTIONS

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THE POET'S CORNER

WIN OR LOSE?

There's something about vocational ag
That gives the course a special kink
Its problem solving atmosphere
Provides encouragement to think.
Every project students tackle
Demands study, thought and doing,
And every time he sees one through
He must do some mental chewing.

The pioneers were good at that.
They'd make the most of what they had,
But later on when science bloomed
The leaders grabbed it off like mad.
For many daily snags in life
Some science would provide the cure,
But just to those who knew its ways;
The uninformed had to endure.

Science now has a worldwide front
With able men of every brand,
It knows no border, height nor depth,
But feels at home in any land.
It feels at home in every man
Who can, and will, use mind and limb,
But he must choose and seek it out
Or it will never dwell in him.

In high school years and college days
There's much to grasp at every turn;
There's need for social give and take,
But don't forget—you're there to learn.
So play it cool and pick the course

Where you can hold a healthy pace
Toward that life goal you hope to reach—
Keep nonessentials in their place.

Where teacher, course and inward drive
All point toward ag as your top bet;
Where you will best apply yourself—
Take it, push it, without regret.
If later on you should decide
To study rockets, law, or sell,
Test after test on grades have shown
Your Vo-Ag base will serve you well.

The biggest drag to school success
Is the lack of comprehending,
And realizing on the spot
The hollowness of pretending.
It's not so much the course you pick
But the study habits you choose;
It's what you make of what you take
Which decides if you win or lose.

A. J. Paulus, Tennessee
9/15/61

Some Factors for a Successful Vocational Agriculture Department

D. W. PARSONS, Professor Emeritus, Agricultural Education, West Virginia University

The teacher must believe in farming and rural living. Unless he thinks that to be a farmer is a worthwhile occupation, he will not do a good job of selling it to his boys. He must be able to put his feet under the farmer's table and feel at home.

Another important quality for a good teacher is enthusiasm for his work and an ability to sell his ideas to his boys, his young farmers, and adult farmers. They must believe that what is being done is worthwhile.

Unless the teacher plans his activities—plan of work, teaching in the class and on the farm, supervisory visits, and other situations—he will be unable to get the many things done that a vocational agriculture teacher should get accomplished.

To be a good teacher he needs a sound background of farming experience. He must study the farming and know well the farmers of his area. The more he learns in this respect the better job he will be able to do. In case there are some specific skills that he is not familiar with, he needs to get a good farmer or another vocational agriculture teacher to show him how. Farmers respect a fellow worker when he knows the answers.

While the Smith-Hughes Law sets up "six months of supervised practice," do not dwell on this as a requirement. Instead the idea must be sold to the boy and his parents as a most valuable learning device, essential to really learning farming. The boy's program

must be worked out on the farm jointly by teacher, boy, and parents. It cannot be done at long range.

Adequate supervision must be given the boy in the carrying out of his farming program. This cannot be done by one, two, or even three visits. It takes time and thoughtful work on the part of the teacher. It is by this supervision that worthwhile practices and records can be developed.

The vocational agriculture teacher can in most cases pick out from his freshman classes the boys with facilities and inclination to develop into state and American farmers. Then his job is to help them develop their farming so that they will have the desirable practice and records, and above all the understanding and ar-

rangements with their parents so that they can learn the necessary ability, management and movement along the ladder to becoming real farmers. This takes time and work by the vocational teacher. Over the years it has been my privilege to be on the committee to select the American Farmer candidates. We have frequently found situations where the conditions were favorable but the teacher had failed to develop them. In some cases the practices were poor, in others the records would not hold water and sometimes the necessary relationship had not been worked out which would get the boy established in farming.

Every vocational agriculture department should have young and adult farming classes; these classes really make vocational agriculture a vital and important part of the com-

munity's farming. The young farmer appreciates and learns from the various farming situations only when he becomes faced with doing them. The older farmers need all the help they can get to analyze and keep up with the rapidly changing situations that exist in farming today. The vocational agriculture teacher should have a total program in his department.

The vocational agriculture teacher must cooperate with and get the support of the other high school teachers, and with his principal and with his county superintendent. He needs to set situations so that they will all know what he is doing to advance and improve the farming of his boys, young farmers, and farmers of his area. He must feel that he is a vital part of the school's function in education.

The F.F.A. is a valuable asset to

the vocational agriculture teacher in helping develop leadership in his boys. He must be able to help the boys plan a worthwhile program of activities and guide them in carrying this program out. He must never forget that boys learn leadership only by functioning as leaders themselves.

Finally, the vocational agriculture teacher must grow on the job. He must be willing to accept worthwhile suggestions from his principal and supervisor. He must take advantage of all opportunities to advance in his chosen profession.

The job of a vocational agriculture teacher requires plenty of hard work. However, it is rewarding as he sees his teaching carried out in actual situations. He becomes a vital part of the life of his community. He is able to influence and guide the future of his farm boys and young farmers. □

The Emerging Suburban Department

HARRY I. KNOX, Vo-Ag Instructor, Bellwood, Pa.

For many years the purpose of instruction in vocational agriculture was specified as "the training of young men for the vocation of farming." This was a creditable purpose, and it served to bring American agriculture to a level equalled nowhere else in the world. Times have been changing, however, and we now see a new need emerging in the field of instruction in agriculture—namely, the need of redesigning our program to meet the need of the suburban pupil, the boy who wants to acquire a working knowledge of agriculture in order that he may seek employment in the many vocations related to agriculture. At the same time we must continue to train the boy who wishes to enter the vocation of farming, as well as the boy who wishes to enroll in higher education in agriculture or in some related field.

Let us say at this point that we have no intention in weakening or watering down the instruction in agriculture. The need for highly trained agriculturalists is as great as ever and deserves our very best efforts. We can no longer ignore, however, (1) that the numbers of trained farmer replacement is shrinking, (2) that cities are spreading out into the heretofore strictly agricultural areas, (3)

that these families desire education in agriculture for their sons, both by way of building and maintaining satisfying semi-rural properties and businesses, as well as training in agriculture which can lead to employment of their sons in the many vocations related to agriculture.

One source of information suggests that there are now required some fourteen nonfarm workers for each active farmer. The role of the fourteen is that of purchasing, transporting, processing, packing, distributing and selling the farmer's produce. Along with this need, there are also the new vocations found in such fields as commercial floriculture, greenhouse and turf management, nursery management and landscaping care, to name a few. We are told that there exists a real shortage of trained persons to staff these new and related industries. Must we not admit that it should rightfully be the duty of the public school, yes, of the department of vocational agriculture, to provide the training needed by these people of primarily suburban origin?

At the summer critic teacher conference conducted by the Department of Agricultural Education at the Penna. State University during July, 1961, some twenty-one highly quali-

fied teachers of agriculture joined with the staff members of the Agricultural Education Department to study this problem, and to formulate some specific recommendations toward such a course of study. The group was in agreement on these points. A need does exist for redesigning the curriculum in agriculture to meet the needs of suburban people; there is also a need for the training of young men for the vocations related to agriculture; and our program must still offer sound and thorough training for young men who wish to enter the vocation of farming.

Some of the objectives for a proposed vocational agricultural program for suburban community schools are these:

- a. To produce agricultural products and to perform agricultural services effectively;
- b. To manage an agricultural business effectively;
- c. To participate in community social and educational activities;
- d. To discover and develop agricultural interests and aptitudes;
- e. To become successfully established in an agricultural occupation;
- f. To develop a positive approach

toward solving suburban problems.

These are by no means all of the objectives; some seventeen were listed altogether. You can see, however, that the stated purpose now becomes wider than training for the vocation of farming.

Now how do you develop such a curriculum? Would you try to aim at a department which would be roughly fifty per cent suburban and fifty per cent rural? Or perhaps a 60-40 ratio? Some three years ago, the same critic teacher conference developed a complete state-wide course-of-study for the curriculum in vocational agriculture. That was a much needed, and greatly valued piece of work. Thus, we had on hand the plan for the "rural" department. What better, therefore, than for this group to now develop a course of study for the "suburban" department. We realize that few departments will be fully suburbanized. However, it then becomes the duty of the teacher of agriculture and of such advisory assistance as he has at his command to study the community, to discover the needs of that community both from the point of view of persons in need of training, and of vocations in need

of trained personnel. Then with the two plans before him, the rural curriculum and the suburban curriculum, he will then draw out the subject matter and teaching units which when combined will meet the needs of his community.

And what is in this "suburban" program? How does it differ from the vocational plan? Let me list a few of the enterprises, major units, and activities of the suburban course of study.

- a. Agricultural program including placement (placing for farm experience)
- b. Leadership (FFA, etc.)
- c. Agricultural and home mechanics
- d. Greenhouse management
- e. Nursery management
- f. Home and commercial gardening
- g. Vegetable and truck gardening
- h. Floriculture
- i. Small fruits
- j. Livestock (small property livestock, plus general information of livestock enterprises)
- k. Field crops (small property field crops, plus general information concerning field crop enterprises)
- l. Careers in agriculture and biological science

m. Business management

Quite a change from the fully vocational agricultural program, is it not? But do bear in mind—we do not expect many departments to be fully suburban; rather, each department shall pull out and combine segments of each of the courses of study which when combined will meet their needs.

And what comments do we hear? Teachers like it—they can now move into a greater field of service; school administrators like the sound of it—it will suit their scheduling problems and satisfy their clientele; and from past experience by those of us who have ventured into this field for quite some distance, we know that patrons of the school district like it, too.

Like all new departures, we do not feel that we have developed a fool-proof plan as yet. Like all educational programs, they must be formulated, tested, reworked and redesigned until a suitable plan emerges. We are satisfied, however, that we are on the right road.

(Note—if there be inquiries, copies of the new plan may or may not be available from Dr. David McClay, Agr. Ed. Dept. Penna. State Univ.) Better ask him before promising to fill requests. □



Selecting Student Teaching Centers — Desirable Characteristics of the Local Community*

F. T. MCQUEEN, Teacher Education Agricultural Education,
Tuskegee Institute, Alabama

Undoubtedly we are now passing through a period of fundamental readjustment in our community and national life, and for this reason we are facing the necessity of reorganizing our institutions and social processes with new emphasis in education. As a matter of fact, fundamental changes in a variety of institutions, and the operation of social forces in our complex life demand that we seek to discover the nature and function of education as it relates to these social

processes and impacts. It is absolutely necessary that the student entering the field of education, particularly vocational education in agriculture, gets a clear view of the school and other educational institutions and agencies, in relation to the complex process of social forces.

The student about to enter the long period of study, preparation and apprenticeship for the profession of teaching must face the problem of social change and consequent readjustment in order to define for himself his place and function in the educational world. The prospective teacher should face this task early in preparation for his career in order that he may not

muddle along without a clear understanding and without full knowledge of the importance of the educator and the educational function in seeking to bring order out of educational and social disorder.

Semi-Sad Results

It appears that altogether too much emphasis in the education of teachers has been placed upon the techniques of social management and instruction with the semi-sad results that teachers, supervisors and superintendents have become skilled artisans in the handling of a conventional school program and have failed miserably to project

*Excerpt from paper delivered by the author before the workshop for Cooperating Instructors in Agricultural Education, Ohio State University, Columbus, Ohio, June 20, July 8, 1960.

adequately the major forces of American life into the school program. Thus, the schools in their hands have lagged behind and, in some instances, even retarded social and economic progress. There is no reason why this condition should continue if educators would discontinue to be peddlers of conventional educational tranquillizers and instead become leaders in educational reconstruction. The attainment of a position of leadership hinges upon the extent to which our teacher education programs can clarify the forces of our social life and the place of education among them as a meaningful impartation to our citizens as transmitted through our student teaching program.

A New Vision

We, as vocational educators, must be keenly aware and vibrantly sensitive and alive to the new educational demands of our times. We must envision a new teacher educator, a new teacher, and students who must indeed sense fully and master well the insights of progress of basic education to avoid becoming conventional peddlers of mere educational panacea. We must of necessity for survival become new forces in our educational vanguard of effective, forward educational process in our chosen areas of education and in our respective settings.

An Awareness

The success of any local program of vocational agriculture is dependent, in part, upon how well it fits into the total program of the school. Good relations must be developed and maintained with other departments, including other areas of vocational education and practical arts.

An increasingly high awareness is being generated among supervisors, teacher educators and teachers as to the extremely important role that the cooperating teachers play in the apprenticeship program of the prospective teachers of vocational agriculture. The apprentice teaching phase of the teacher training program is generally regarded by all teachers as the precious span that bridges the gap between the resident trainee's on-campus teacher training and entry into his first job as a beginning teacher. In many ways, the apprentice teaching experience of the pre-service teacher is the "Golden Crown" of the teacher-training period. It is in the general community in which

student teaching centers are established that the student teachers get to try out their preparation and skill for the first time. The situation under which the student teacher is permitted to try out his skill during apprentice teaching will, in part, determine his future attitudes, ideals, and standards of performance. In many ways, the student will be conditioned by his total exposures in student teaching and this will be reflected many times in the conduct of the program in his own department later on. It is for this reason that all possible efforts should be exerted toward affecting placements for student teaching in the best possible cooperating teacher centers available as regards qualification of cooperating teacher, the school, the administration, vocational agriculture facilities and program in operation, as well as general desirable characteristics of the community that are often outside of the direct influence and/or immediate control of the cooperating teacher.

Although some general, desirable characteristics of the community in which student teacher centers are located are often outside of the control of the cooperating instructor and his school, they must be considered by supervisors, teacher educators and cooperating teachers as the search is carried forth for good locations for student teacher centers. Moreover, the nature of the search and task dictates that opportunities and responsibilities must be given proper consideration in the human setting. All too often persons who are charged with the responsibility of bringing to fruition the success of a program in student teaching are not fully aware of the difficulties, the responsibilities and the opportunities that are often outside of the normal administrative and supervisory influence or control.

First in the Drama

American educators are beginning to concern themselves with the latent resources of education for democracy in the community. These leaders are seeking to understand local cultures which influence the individual, school, family, church and the like, and, consequently, contribute to distinctive patterns of community life. Such educators are utilizing a principle originally set forth by William James: that person and community are poles of one social process. If individual and culture groups are inseparable factors in community life, they need to be related intelligently in order to

assure the maximum of democratic advantages to all persons or parties concerned. It is, therefore, significant that the first step to be taken in analyzing the setting of a community for any purpose is to learn about its people, learn who they are and what they are like.

Determination of Concepts and Practices

If we are to understand the people of any community, a determination of that people's concepts and practices in matters of everyday living must be duly appraised. And, in order to make a worthwhile determination, there are certain indices that must be investigated before any satisfactory approach to the community profile characteristics pattern can be projected.

Physical Setting

Every community has a base on land. The natural features, the size, and topography may influence deeply the life of the community. There is no fixed pattern that demands the acceptance of an orderly enumeration of the factors contained in the physical setting. Nonetheless, the particular physical features that most directly affect the pattern of a community should be pointed up first as these affecting factors will vary from community to community. In general, however, certain fundamental aspects of the natural setting can be pointed up in the following: (1) climate, (2) size, (3) topography, (4) soil type and fertility, (5) water resources, (6) mineral deposits, and (7) forest and animal resources.

Climate, lay of the land, and natural resources must be looked upon as the natural inheritance of a particular locality, but the picture of a community's geographic setting is incomplete until we see what has been done with this natural inheritance and how the land has been used. A few communities have had the advantage of good planning to stimulate and guide their growth in a spatial pattern, while most of our communities have expanded more or less spontaneously with little or no planning. In studying physical features of the natural setting, effort should be made to visualize clearly, and in some detail, the spatial location of the community industries and facilities, their relation to the natural features of the community, and certainly their interrelatedness with each other. All of these natural resources

are important and should be carefully analyzed when selecting a community for student teaching center.

Human Setting

Community activities are always carried on by people for the fulfillment of the basic human needs. The social process which makes up the ongoing life of the community directly reflects these needs and is maintained to satisfy them. The human setting of the community is of utmost importance and the lack of adequate knowledge or the ignoring of adequate knowledge at hand can prove disastrous to any educational or social service worker. The principal hazard that many cooperating teachers face is the tendency to ignore the human setting of the community as an important educative force. Such human factors as the following are very important.

1. **POPULATION NUMBER.** A very important factor. Around the future strength of the population hinges what will be left to work with. It is significant to know the degree of mobility within the population as well as the degree of the stability of the population with which you are working. What professional worker other than the census taker enjoys working with a highly mobile population?

2. **AGE AND SEX COMPOSITION** of the community is very important because of the economic desirability of having a very high distribution of people in the population at high productive age. Many rural communities find themselves with a relatively high proportion of the very young and the very old. This situation imposes a heavy burden upon the community because a small proportion of the people at productive ages must support a larger percentage of the dependents. It is obvious that a community with a disproportionately larger male population may face problems quite different from one having a surplus of females. The marital status of the population will be a significant factor influencing sex mores.

3. **EDUCATIONAL STATUS** will greatly affect community welfare, especially in its civic, social, and vocational aspects. A high proportion of illiteracy within a community will have its real influence, and likewise will the presence of many persons in the population with considerable formal training.

4. **OCCUPATIONAL STATUS** is very closely related to educational level, and has definite effect on the community. Land-owning farmers are different from tenant farmers. Unskilled workers live differently from industrial technicians and professional persons. The part-time farmer is differently concerned from the full-time farmer. The way in which community residents get their living is very important.

5. **NATIONALITY PATTERN** is of special importance in the United States, because this country is populated largely by immigrants and their children. Where population mixtures exist, it is important to know what population proportion is of so called "foreign-born" descendants, whether the population is changing and, if so, in what direction, and what the leading nationalities are in point of numbers and relative proportion.

6. **RACIAL MINORITY GROUPS** present problems similar to those of nationality groups, except that their problems are more baffling since a question of caste is added to confound the situation. These groups differ, moreover, in that their status depends less upon the recency of their migration to the country and more upon the fact of race or color, with its ever confounding caste connotations and its economic and social disadvantages. As with the nationality group, it will be important to learn what is the ratio of colored (viz. Chinese, Japanese, Filipinos, Indians, Negroes) and other racially variant populations to the whole, whether this ratio is changing and, if so, in what direction. All of the foregoing factors are important in the determination of the organizational structure of the community.

7. **COMMUNITY ORGANIZATIONAL STRUCTURE.** It is amazing how revealing a detailed study of the organizational structure of the community can be. It would be helpful to study the credit system, employment patterns, employment opportunities, political structure, roles of the merchants and businessmen, market structure, plus the interrelationship of farm organizations, labor unions, civic organizations, health and welfare services, and religious institutions.

Basic to understanding the community structure and important to the educational workers in a community are the workers' abilities to see impli-

cations suggested latently by certain characteristics projected in specific patterns. Many times it falls the lot of the cooperating teacher to choose a focus. When the focus has been necessarily aimed upon some invisible force within the community structure greater benefits may be derived from the community's decision-making processes. Knowing that a decision serves to reduce the number of alternative courses of action available to persons or groups in community action toward major goals, it is well that the cooperating teacher be in position to know the possibilities inherent in the desirability of a progressively good decision with respect to the total group or community. A sufficient amount of evidence based on research indicates that the utilization of the advisory council or citizen's committee serves in part to solve this problem. The makers of the decisions are often outside of the influence or control of the cooperating teacher. This appears to imply that the general welfare of the vocational agriculture program would be best served by being fortunate in having able members to serve on the advisory council.

Whether we like it or not, decisions are made within the community; whether we recognize it or not, natural leadership is almost always present within any unselected group. Whether there is progress made or not, there is almost always the possibility that progress will be made in almost any given socio-economic-political situation.

Summary

All of these factors must be taken into consideration when seeking to establish student teaching centers within communities. In summary they may be as follows:

Physical Setting

1. The community should have satisfactory land base, evidence of good planning, and spatial location of industries and facilities.

2. The community should have reasonably good interrelatedness with other communities and service centers, including clinics, hospitals and marketing facilities.

Human Setting

1. The community should have a relatively stable population to support the continuance of the agricultural program.

2. The community should have a satisfactory age-sex ratio distribution within the population and be education-conscious for the young as well as adults.

3. The community should have a proportionately high percentage of full-time farmers prospering in farming.

4. The interrelatedness of community organizational structure is desirable.

5. The school should be relatively free from political pressures.

6. Local business and industrial leadership should be interested in the total community and school program.

Other Decisions

As essential as all of the foregoing desirable community characteristics are, many of them may be outside of the influence and control of the cooperating teacher of vocational agriculture. However, the teacher of vocational agriculture can often bring about improved community climate for the student teacher in many ways.

In a broad sense here are listed certain general opportunities and responsibilities that should, among other things, accrue to the cooperating teacher with little or no regard for special concessions, monetary or otherwise.

1. Teachers should make a thor-

ough scientific study of the human and natural resources and develop the kind of on-going program of vocational agriculture which should promote the welfare of those they serve.

2. Teachers of vocational agriculture have at their disposal the latest findings in technical and scientific research to promote the kind of farming programs among students that will contribute to the development of abilities needed for improved farming and farm living and the related responsibilities which farm people must assume. The cooperating teacher's knowledge of such technological developments in agriculture, and his ability to interpret the results to farm people for practical utilization, in the presence of student teachers, will likely result in immeasurable concomitant learning for the student.

3. Teachers of vocational agriculture have the responsibility to be scholars and thinkers for themselves and the profession, and the ability to stimulate student teachers who will, in all probability, emulate them for a long time after launching upon their careers.

4. Every community presents complex problems and conditions which must be studied and interpreted before there can be intelligent action. The teacher's knowledge of the social and economic structure of the com-

munity, his ability to understand the relationship of the social and economic forces at work, should govern his actions in utilizing them for the best interest of vocational agriculture and education in general.

5. Vocational agriculture teachers have ascended to a position of prominence in our educational institutions; it is imperative that they should assume commensurate responsibilities for preserving respect for human rights and fundamental freedom in a democratic society as they teach if they are to discharge their responsibility to the public.

6. Individual contacts made by teachers of vocational agriculture in the shop, laboratory and field work offer unusual opportunity for them to relate their instructional programs to practical, social, civic and personal problems of their students. They have an opportunity to develop basic qualities and skills in students along the lines of cooperation, loyalty, thrift, reliability, orderliness and tolerance.

7. As practical psychologists, teachers of vocational agriculture must know and apply the fundamental principle of successful public relations. Before the public will support any educational program, it must comprehend its value and share with personal satisfaction in its development. □

Problems and Responsibilities . . .

(Continued from page 177)

One problem that we have not conquered is this thing of age limit for enrollment. Many of our schools still want to teach vocational agriculture in the 8th grade. It is a continual fight to keep it pushed up into the high school. There is still somewhat of a problem in scheduling vocational agriculture classes in the morning part of the day so the agriculture teacher may be available in the afternoons for young and adult farmer activities.

My big problem today is working with local schools in securing teachers that are conscientious, sincere, courageous and have the ability to carry out a program of education in vocational agriculture to meet the needs

of the farm youth and adults in his community. Schools that have outstanding teachers have very few problems. The problems seem to arise with the weak teachers; however, there are some exceptions to this.

The problem of financing and budgeting is a serious one. We never have enough money. If we had more, I think we could reduce some of the problems.

Of all the problems we have I suppose that the lack of time is the greatest one. There are just not enough days in the week and hours in the day to do the things that need to be done and the things we would like to do. We should budget our time and plan the use of it to where it will be most effective.

Another problem that we have is informing the public on the program of education in vocational agriculture

and causing them to understand what the program is, how it should be carried out and what should be accomplished.

We still have a little jealousy between agriculture teachers, principals and superintendents and other teachers. I think this is due largely to the lack of understanding on the part of those concerned as to what the program of education in vocational agriculture is.

There will continue to be increased responsibilities and problems in connection with administering education in vocational agriculture. We should assume these responsibilities and turn them into opportunities. No problem is too big to conquer if it is given proper thought and action. Our challenge is to take what we have and do the best we can with it. □

Leadership Through Listening

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



A chairman of a group spent the entire first session talking to the assembly giving them his views on the situation and advising them of action to take. At the conclusion of the meeting, this man went home elated over the success of the evening in that he had had full sway.

Very little had been accomplished. The people had no chance to express themselves although many members held definite ideas about the topic. The chairman had learned nothing of the views of his group nor did he know any more about the individual members than he did prior to the session. The group had merely filled a listener's role in which the leader expected a rubber stamp approval of his action.

In a similar situation the chairman became familiar with the background of each member. The presiding officer knew something of the experiences, attitudes, and prejudices of those who comprised the group. He had prepared for the meeting by developing some "thought" questions and statements on the topic. Most of these were presented briefly early in the session. Then he presided as chairman and allowed a free flow of discussion on the topic. Members presented a variety of views and gave the various sides of the issue in a clear-cut fashion as each discussion tended to shed more light upon the situation. This led to a much greater comprehension of the issues than any individual had prior to the meeting. The chairman became much better acquainted with the members, their views, and prejudices and was given an insight into their reasoning. A healthy situation developed in which there was a free flow of ideas and a spirit of "give and take" existed. Some members were reticent to express their views but talked readily enough after being called upon. Conclusions reached were group decisions and not those "handed down" by the leader.

Although the one meeting did not completely take care of the situation, the chairman was in an excellent position to direct the efforts of the

committee to a satisfactory conclusion of their assigned responsibility. He had acquired knowledge about individuals with whom he was associated and also various insights into the situation under consideration.

One leader was the dominating "know it all" type. The other realized that his task was to develop group thinking and action which he did through skillfully bringing each member into the discussion and making the situation a personal matter for each.

Frequently the leader is not an individual who has that personal magnetism that automatically draws people to him. Rather, he is the one who has the ability to work quietly with a minimum of fanfare and to take action at the correct time. Through observing and listening he notes the attitudes, prejudices, and general feelings of the individuals with whom he is associated. Then, a suggestion or question at the appropriate time may ease tension, focus attention, or bring the thinking of the group back to the main point at issue.

An outstanding educator and possibly the best supervisor I have observed had a knack for giving a personal touch to his supervision and thereby exercising a high degree of leadership. This man listened intently to the teacher as he discussed his various problems. Then after the conference was concluded but prior to leaving the high school (usually while seated in his car alone) he would make written notations of the teacher's problems. On the next supervisory visit, prior to seeing the teacher, the supervisor would review his notes on this individual and especially those made during the previous visit. Then early in the conference with the teacher the supervisor would ask about the problems mentioned in the past meetings. This had the effect of showing personal interest and in gaining a high degree of rapport which is essential in such situations. This technique provided an excellent point of departure and set the stage for the entire supervisory period. The teacher

felt that the supervisor gave him individual attention and that due consideration would be given to his professional problems.

Another characteristic of this supervisor was that he was slow to offer advice. Usually after listening intently to the teacher as he explained his problem, the supervisor would lead the one concerned to examine the situation and project possible solutions from which one was ultimately selected. The final solution then was the conclusion arrived at by the teacher with the problem although he may have been skillfully led to this view. This resulted in a high degree of satisfaction on the part of the teacher.

Incidentally, it was the philosophy of the supervisor that some good could result from lending an attentive ear to someone with a problem even if you do not have a solution for the difficulty. There seems to be a therapeutic value in permitting an individual to "unload" his troubles verbally.

There is an old proverb that goes something like this: "A wise old owl sat on an oak. The more he heard, the less he spoke. The less he spoke the more he heard. Now, wasn't he a wise old bird?"

This may have an implication for us also. *Ponder over it.*

We, in our chosen task, have many opportunities to learn and to exert influence through judicious use of the listening technique. □

WE NEED CASH!

Several former subscribers have not been subscribing to the Magazine in the last two to four years. Thus we are badly behind in our finances. We need your help!!!

Graduate Assistantships in Agricultural Education

The Agricultural Education Division, Cornell University, announces the availability of four graduate assistantships for 1962-63. The starting salary is \$2200 plus exemption from payment of tuition. The salary is graduated up to \$2800 depending upon experience and qualifications. The assistant is employed for a twelve month period beginning September 1 with one month of vacation.

Duties of graduate assistants normally consist of such activities as assisting with supervision of off-campus student teaching, teaching under the direction of a staff member, and assisting with research projects. The work may be completed in 20 hours per week or less.

Although primarily intended for graduate students who wish to work for the Ph.D. or Ed.D. degree, applications from experienced teachers of agriculture planning to become candidates for the Master of Education degree or the M.S. degree will also receive consideration.

Applications should be filed before March 15, 1962, to insure initial consideration. However, teachers who become interested in applying at a later date are encouraged to do so. Application forms, catalogues, and further information can be secured by writing to a staff member in Agricultural Education.

Charles W. Hill, Chairman
Agricultural Education Division
Rural Education Department
Cornell University
Ithaca, New York



THE MARKETING OF LIVESTOCK AND MEAT by Stewart H. Fowler.

The Interstate Printers and Publishers, Inc., Danville, Illinois, second edition, 740 pp., 1961. Price \$5.75.

This new edition of *THE MARKETING OF LIVESTOCK AND MEAT* takes the reader step-by-step through a logical unfolding of the entire field of marketing livestock and meat. It tells when, where, and how to market

livestock, and covers such related information as the regulation and supervision of livestock marketing and the packing industry; livestock market news; livestock prices; meat and by-products; and it even includes a chapter on the selling of purebred livestock.

THE MARKETING OF LIVESTOCK AND MEAT is completely up-to-date; it includes the latest findings, trends, and recommendations in the field of marketing. It is a book which should be of value in colleges as a marketing textbook and a library reference for instructors of vocational agriculture. It will also be a highly useful working manual for stockmen, county agents, livestock extension specialists, and to those who are entering into careers as packer buyers and commission men.

Dr. Stewart H. Fowler, the author of *THE MARKETING OF LIVESTOCK AND MEAT*, is exceptionally well qualified on the subject. He has been a packer buyer and has taught marketing at the college level for years. In preparing this book, he has enlisted the aid and cooperation of many of the nation's top authorities in the various branches of the field of livestock marketing to insure that the reader will have the most authoritative information possible. The book is excellently illustrated, and is written in easy-reading, easy-to-understand language. An appendix has been added to present a glossary of livestock marketing terms.

Dr. Stewart H. Fowler is a professor of Animal Industry at Louisiana State University.

Robert L. Hayward
Supervisor
Agricultural Education
Missouri

THE LAWN BOOK by Robert W. Schery, published by The Macmillan Company, New York, 207 pp., illustrated. 1961. Price \$5.95.

The Lawn Book is an up-to-date authoritative reference on planning, planting, and caring for the lawn. It deals with lawn problems in all areas of the country.

The book is well illustrated and easy to read. In it are 16 pages of photographs and drawings of 13 different desirable lawn grasses and of 49 weeds that infest the lawn. There are also 21 tables and figures that include much useful information.

The book starts with a description of the major lawn grasses and their cultural requirements. Step-by-step it

takes up selecting the lawn grass suitable to one's needs and budget, preparing the seedbed, sowing the seed, watering, fertilizing, mowing, controlling weeds and insects, and treating lawn diseases. There are also suggestions on the selection and use of mowers.

This book should be a good reference for boys in vocational agriculture, teachers of agriculture, and homeowners who want to learn how to establish and maintain beautiful lawns.

The author is one of America's foremost authorities on lawns. He received his Ph.D. at Washington University and the Missouri Botanical Garden in St. Louis, Missouri. Later he was a member of the teaching and research staff at that institution. He has also worked as a botanist for the Monsanto Chemical Company and the O. M. Scott and Sons Company. He is now a director of The Lawn Institute and contributes frequent articles to many professional magazines.

Carl Lamar, Teacher Trainer
Agricultural Education
University of Kentucky

WEED CONTROL: AS A SCIENCE by Glenn C. Klingman. Published by John Wiley & Sons, Inc., 440 Park Avenue South, New York 16, New York, 421 pp. 1961.

This is a new book on weed control as a science dealing with the so called "old reliable" methods and the new chemical developments in the past twenty years.

The author has divided the book into three sections: (1) A scientific foundation for improving methods of weed control. (2) The chemical and physical properties of a selected group of herbicides, their effect on plants, and their toxicity to men and animals. (3) Practical application for crops and vegetables. The appendix lists the common and scientific names of 690 weeds, classifies them according to length of life and known tolerance to 2, 4-D, 2, 4, 5-T and sivex. The book is well illustrated with about 200 pictures.

The book is written on the level of college students; however, it is well adopted to the use of teachers of vocational agriculture.

Mr. Klingman is professor of Field Crops at North Carolina State College.

Howard Bradley
Teacher Education
Kansas



Remember the cover picture for November, 1961? Here is a follow-up of the "structure" of the "cow." Left to right, Teresa, age 6; Pat, age 8; and Mike, age 2; children of Mr. and Mrs. R. D. Walen, Tolt High School, Carnation, Washington.

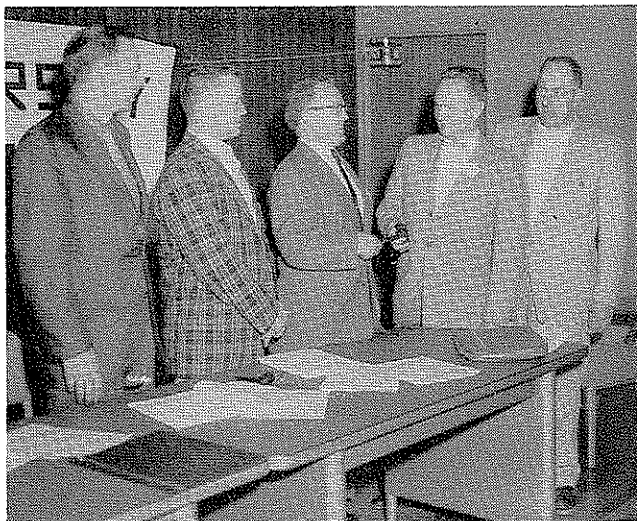


Professor Howard Christensen, Nevada, working with a student to prepare a bulletin board for high school visitation day at the University. Each agricultural education major was assigned the task of selecting a picture from the collection of pictures to tell the story of the University.



Harold Crawford, Iowa Vo-Ag Teachers Association President, presents awards for 20 and 30 years of service to: (L to R) Enoch Rasmussen, Lohrville, Iowa, and R. E. Hauptmann, Mt. Ayr, Iowa, both for 20 years service; Marshall F. Grosscup, Jesup, Iowa, and Ronald V. Diggins, Eagle Grove, Iowa, for 30 years service. Submitted by John A. Scott.

Stories in Pictures



Henry L. McDougal, newly elected president (center) receives the gavel from Carl Widger, retiring president, Association of Teachers of Vocational Agriculture of New York, following the election of officers during the annual meeting at Cornell University, June 27, 1961. Other newly elected officers are: (L to R) Jay Manchester, secretary-treasurer; James Rose, vice president; and Leonard Grubel, officer of supplies. Photo by W. W. Sharpe.



These four young farmers were selected as the 1961 FFA Star Farmers of America. The National winner is James Isaac Messler (left) of Greenback, Tennessee, and the three Regional winners are: (L to R) G. Wallace Caulk, Jr., Woodside, Delaware; Gary M. Trego, Sutherland, Nebraska; and Henry A. Nagamori, Loma, Montana. A movie entitled the "Four Star Farmers for 1961" showing the accomplishments of these young men was filmed by the Keystone Steel and Wire Co. and is available from the Venard Organization, Peoria, Illinois.