AGricultural EDucation

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Featuring—**Planning Graduate Programs**

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The AGricultural EDucation Magazine

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IN THIS ISSUE

The Cover Picture

Planning a graduate program should involve the entire family according to Joe and Phyllis Bailey formerly of Ripley, West Virginia, where Joe was an assistant State Supervisor of Vocational Agriculture. For the children, Ann, Dennis and Ken, a graduate program for Dad meant new schools, new friends in a new state. For their parents, now living in Columbus, Ohio, while Joe attends Ohio State, a graduate program means much more including a new challenge in professional growth and development. Joe says, "its been good for the whole family—less difficult than we thought."

Editorials

Guest Editorial

Problems and Progress in Teacher Education

GEORGE F. EKSTROM, Teacher Education, University of Missouri

Current developments add to the significance of graduate work in agricultural education. Changes in philosophy are emerging and programs are being adjusted in keeping with economic and political developments. The climate calls for professional training beyond that prescribed for teacher certification.

Problems encountered by teachers of vocational agriculture in arranging for graduate training are somewhat peculiar to the profession. Most departments have but one teacher and supervised programs are neglected by extended absences during summer months. Financial assistance for graduate work is ordinarily not available under the National Defense Education Act. Leaves of absences during the school year are seldom requested. Offerings in short summer sessions and by extension may provide refresher training, but do not make for much progress toward planned degree programs.

Apparently basic situations as related to graduate work for teachers of vocational agriculture vary somewhat throughout the country. Five-year curricula with the equivalent to a Master's degree are required for certification in a few states, with the fifth year devoted largely to apprentice experience. Salary and tenure regulations, including financial rewards for graduate work, are regulated by statute in some states; in others the provisions are on a county basis; and in still others on an optional local basis. Studies show that graduate work pays financial dividends for persons who continue to teach for a period of years.

Obviously graduate work is most meaningful if preceded by some actual experience in teaching. Students who complete certification requirements at midyear might be justified however in starting graduate programs before accepting positions, thus minimizing the length of leaves required thereafter to complete graduate programs.

Apparently regulations regarding professional improvement in the certification of teachers also varies considerably. There is tendency, where certification does not call for periodic validation, for some teachers to consider their undergraduate training as terminal. No doubt these teachers take advantage of various types of noncredit activities for professional improvement, yet their potential should be improved by the addition of more rigorous training.

The implementation of arrangements whereby teachers of vocational agriculture may find it practical to pursue systematic programs of graduate study is

(Continued on next page)

From the Editor's Desk

Improving Graduate Curricula in Agricultural Education

Teacher educators in agricultural education have an enviable record as change agents. Desirable changes have come about through the graduate programs they have developed and administered. Although hampered by many factors professional curricula in most institutions have reflected most new aspects of agricultural education, and, better still, has often led the way in pioneering new developments.

Offerings added to the professional curriculum in many states have included courses dealing with farming programs, the FFA, young farmer programs, and more recently courses in program planning, guidance, communication, and policy development. Because of small staffs and limited enrollments only a limited number of courses can be offered in most states. Curriculum revision, then, must involve discarding certain courses and integrating others into basic courses which will be continued.

In looking at present professional graduate course offerings the following questions may serve as a guide for integration and consolidation.

1. Does this course deal with an area of the program which has a high priority of need on the part of teachers?
2. Could this course be taught as well or better by a related department of the college or university?
3. Could the most valuable aspects of this course be integrated into some other departmental course offerings?
4. Could the most important content of this course be given teachers through short term noncredit workshops and seminars?

The profession is faced with some new problems which will require their consideration in future graduate courses. During this decade many teachers, for the first time, will be engaged in teaching disadvantaged students, teaching students preparing for agriculture related occupations and in some cases teaching agricultural technicians. The technological explosion in agricultural knowledge will require fundamental changes in high school courses of study. Some teachers will be developing programs cooperatively with other vocational educators. Vocational agriculture will be taught in more urban centers and some expansion of general agriculture offerings can be expected.

Curricula offerings in agricultural education must deal with these new problems of the professions as

(Continued on next page)

Problems and Progress

a joint responsibility of personnel within state departments of education, of institutions which train teachers and of teacher representatives. The expansion of graduate divisions, including the organization of cooperative centers, constitutes a major development in higher education. The further extension of proper types of graduate work for teachers of vocational agriculture should make for more efficient instruction and should bring financial rewards to the teacher as well as job satisfaction. □

Graduate Curricula

they train new and retrain older teachers. At the same time the curriculum must deal with such continuing concerns as educational philosophy, the learning process, program planning and development, research and evaluation.

It's a big order and one which cannot be delayed. It calls for some hard thinking and some thorough planning but it is a necessity if teacher education is to offer professional leadership at a time when it is greatly needed. □

Ralph J. Woodin

LETTERS

Sir:

The article "I Want to Teach Vocational Agriculture Because," by Melvin Hausenfluck makes me wonder how many opportunities I have missed to encourage some of my best students to become teachers of vocational agriculture.

With the need for trained men in all fields of agriculture increasing each year, I believe we should continually search out those who have a desire to serve others and encourage them in every way to further their education and join one of the most rewarding professions—that of teaching others a better way of life.

FRANK BARBAREE
Vocational Agriculture Teacher
Jackson, Alabama

Sir:

In Glen H. Strain's editorial, "Using Supervisory Assistance," there are some additions which should have been included.

It is my belief that a supervisor should ascertain whether a teacher is functioning up to his potential, and if not whether there is something wrong with his health or that of his family. This is frequently a deterrent to a successful teaching program. An agriculture teacher often feels he does not have anyone in his school with whom he can discuss his personal problems. An agricultural supervisor can play a unique role in this regard if proper rapport exists between him and the teacher.

A supervisor needs to have a definite purpose in visiting a local school, and should keep a record of the recommendations he makes on a particular visit. He should check on his next visit to see what has happened. The supervisor needs to challenge the teacher to review his program to bring it into line with ever-changing agricultural conditions.

The supervisor's visit should be a pleasant experience for both. The supervisor can learn a great deal from the teacher. The teacher can profit materially from the varied experience and wise counsel of the supervisor. A supervisor should have the satisfaction of leaving the teacher with new zeal for his work and optimism about the future of agriculture. The teacher, at the same time, should not only feel that he has profited from the visit, but should eagerly await the next.

BYRON J. MCMAHON
Sacramento, California

Sir:

The article by Dr. R. W. Montgomery, "Teacher Education in Agriculture—A Dynamic Force," suggests that we in agricultural education must be aware constantly of the views others have of our field.

The seven points covered in the diagnosis give us a birdseye view of our needs and an indication of the path to follow in alleviating each. The philosophic side of the situation has been presented well. The problem now is one of implementation.

It is to be hoped that our best leadership will be directed toward the solution of our needs and that we shall continue to be a "dynamic force" in the field of education.

J. C. ATHERTON
Fayetteville, Arkansas

Sir:

The article by Lawrence D. Haskew, explaining that teacher education in agriculture was not what it used to be, reminded me that the previous week I had delivered the same talk, only mine was directed to a church group. After eulogizing the church for five or ten minutes, I started the chopping process. The opening statement was something like this:

"Our fathers and grandfathers were pioneers, they blazed the trails, conquered the prairies, and made Nebraska the great state it is today." Then to the charge—"Has our abundant, comfort-filled, easy-going church life hit the top, and will future historians write about our decline"

The membership increase in this church group from 1950 to 1960 was about two percent above the population growth, and in 1961-1962 it was slightly less.

But in agriculture, the record is clean and clear. Nowhere on earth and never before in the history of man, has a nation accomplished the record of efficiency and production which the farmers of this nation are achieving. The training of teachers of agriculture is such that a steady stream of foreign educators come to the campuses of the Land-Grant colleges to learn how the training program operates.

Agricultural education has shown the way in the fields of adult education, summer instruction, the problem approach in teaching, cooperation of parents and school, the community approach in teaching, and with the half semester of student teaching. I agree with Dr. Haskew, the training program for teachers of agriculture is not perfect, we have many omissions, but the cutting edge is still sharp. Perhaps they are using the wrong side of the knife in Texas.

HOWARD W. DEEMS
Lincoln, Nebraska

Sir:

Your editorial on "Supervisory Assistance in an Expanding Program" emphasizes the big challenge faced by state supervisors if the recommendations of the President's panel are favorably acted upon by Congress. Agreed, it's a challenge that will make us supervisors get down and dig to sell and organize new programs, but the road will be fairly well marked. As you have indicated, school administrators and school boards will hesitate at first to accept the change as they did with Institutional On-Farm Training. Our biggest problem, however, will be finding competent, qualified teachers to expand our Young and Adult Farmer work, increase stress in the area of farm management, and to teach farm related occupations. This definitely tosses the ball to the teacher trainers. Qualified teachers will be in very short supply.

The teacher trainers in our state asked to be a part of the series of January conferences which we hold over the state contacting all ag teachers. The teachers were asked to bring vocational agriculture seniors with them who should go on to college. Two hundred sixty-one boys came and were shown by the teacher trainers and men from the dean's office the opportunities in ag education and other fields through a college education. Some of these boys will be teachers four years from now. In the meantime, producing teachers will be our number one problem.

C. C. EUSTACE
Topeka, Kansas

Sir:

It was refreshing to read a strong plea for greater technical competence in teaching by Professor Benton K. Bristol in his article.

Recently, I talked with some farmers concerning adult education and it became evident that those who had confidence in the technical competence of teachers participated in their educational programs. Those farmers lacking such

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Graduate Programs Must Be Individualized

WALTER T. BJORAKER, Teacher Education, University of Wisconsin

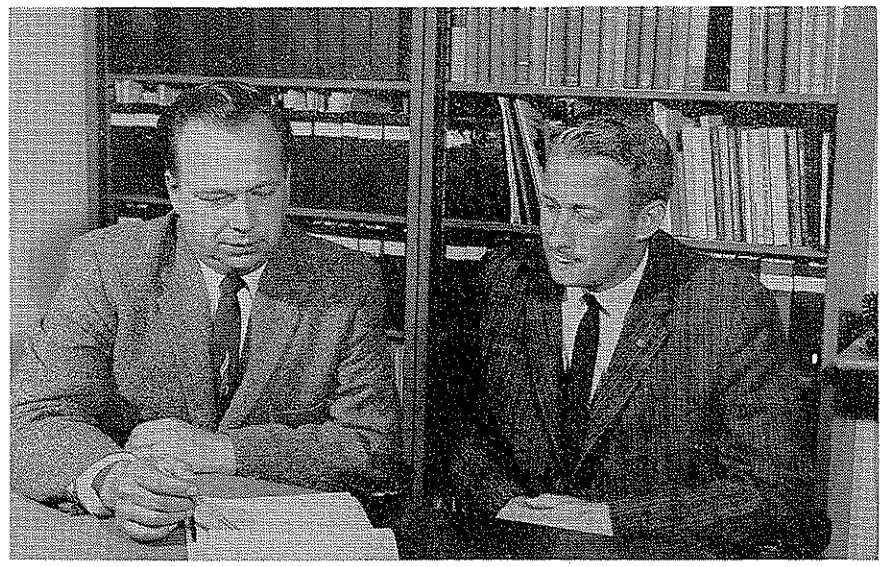
Among the various means of professional improvement, graduate study is now recognized as one of the necessary parts of continued professional growth on the part of the teacher. It is particularly important as it is one of the means of professional growth that has objective measures that can be applied in terms of such things as credit hours, grades, and degrees. Graduate study on the part of teachers of agriculture is motivated by many things. Usually, there are several intertwining objectives for graduate study as viewed by the teacher himself. Most important of all is that of developing further his ability as a teacher of agriculture. This ability then becomes translated into better programs in Agricultural Education, and better programs generally mean greater responsibility, greater recognition, and yes, greater pay. The graduate program can be a broadening experience including that of providing an entree into the study of a new area such as guidance or school administration. It also meets the objectives of meeting local requirements of the Board of Education, of additional credits or degrees in order to remain on salary schedule or to have a contract renewed.

The graduate program to meet this variety of needs may take one of several forms. At Wisconsin, a minimum of ½ of the work must be taken in professional education courses including agricultural education. The remaining ½ is open for programming in the manner that will best fit the needs of the student as seen by the student and his major professor. These courses may be selected to "firm up" undergraduate courses in the technical agriculture area or in professional education courses. These courses may be used to concentrate in a single area of competency in technical agriculture such as in animal science or soil science, or it may be devoted to a specialized block within professional education such as in guidance or to make substantial progress towards meeting the licensing requirement of the State of Wisconsin for a secondary school principal. From this it can be seen that there is not one rigid pattern which must be followed. It is important that the teacher, as a prospective student, confer extensively with his major professor.

Guidance to the Teacher as He Plans His Graduate Program

To assist the teacher who may be planning a graduate program commencing this coming year, several suggestions are made which should be of help to him:

1. The teacher should be "sold" wholeheartedly on the value of graduate study. After all, the credits earned or the degrees received are but entries in the "bank book of learning," showing the deposits that have been made in the process. The credits and degrees mean very little unless real learning has taken place.
2. Be sure to plan ahead on a long-range basis. Clear with your local school administration as to when you can reasonably expect to attend summer schools, what is their policy relative to enrollment in off-campus courses, and what will be the effect on your teaching program when you devote this time to graduate study. In addition, be sure that you have appropriate clearance with your State Supervisor's office. At the same time engage in the extensive consultations with the staff at the college of your choice in order that a long-range plan may be developed.
3. It is suggested that you start very early considering suitable problems that might be researchable to be used as your Master's thesis or seminar report. Very often, this is delayed until course work is nearly completed. By the nature of the Master's paper, the accumulation of data and the analysis must usually be extended over a period of time. Therefore, it behooves the student to begin this at an early date in his graduate program.
4. Because it is recognized that it is much more difficult to complete a satisfactory Master's



PLANNING A GRADUATE PROGRAM

program through summer sessions only, it is recommended that you explore the possibility of a leave for at least a semester on campus during a part of your graduate progam so that you can concentrate 100 percent on your studies. Each state will have different problems in this regard, but they may also have different possibilities open for bridging this problem.

Finally, it is recommended that you approach the graduate study as wholeheartedly as you do your teaching. It is axiomatic that learning is an individual process. This applies to the graduate student, and only to the extent to which he makes application to the graduate program can the teacher expect to get results. □

Trends in Graduate Education for Teachers of Agriculture

GLENN Z. STEVENS, Teacher Education, Pennsylvania State University

Decisions relating to increase in the *quantity* of graduate education for teachers of agriculture are the responsibility of administrators. Action to continue the upgrading of instructors through informal in-service education is a primary function of supervisors. Motivation for superior *quality* in formal graduate courses and thesis research must be provided by teacher educators.

The years just ahead will be marked by a doubling of the present one-half billion dollar annual investment in agricultural research by USDA, State experiment stations and by private industry. Certification standards for teachers will be raised, especially in directions which will stimulate continued in-service professional self-improvement. More vocational agriculture instructors will decide to follow through, from earning the minimum number of graduate course credits for permanent certification, to the successful completion of a master's degree. In doing so, they will make substantial contributions toward at least a doubling of research in education.

In a pamphlet, *You and Research,* a committee of The American Vocational Association while considering the responsibility of the local teacher said, "the teacher has a unique opportunity to aid in research programs because he is at the focal point of the whole education system. All useful investigation starts with a problem arising in actual experience. The teacher is well placed to initiate inquiry for he feels where the shoe pinches . . . in actual practice teachers can do more than ask questions; they can supply answers, too. Many are now doing research without realizing it. A good teacher is constantly experimenting. When a teacher recognizes a teaching problem and tries to solve it, he is researching in education."

Speaking directly to teachers, the pamphlet continues, "your responsibility is to make known the results of your own "amateur research." Volunteer information to the research specialists in your field. Assist in the establishment of pilot programs to test teaching methods and adminstrative ideas. . . . Become better acquainted with the techniques and methodology of research . . . promptly handle all requests for data . . . cooperate with groups of teachers and with persons doing research in your state department, teacher training institution and state teachers association."

A research-oriented formal program leading to the Master of Science degree is selected by teachers who aspire not only to be able to appraise, interpret and use the published research findings of others, but also to add to the body of basic knowledge in the professional field of agricultural education. The development of skill in research methods and procedures, including modern probability statistics, is essential. The practical advantages of the professional degree of Master of Education are not necessarily lost or even minimized. Improvement of the candidate as an instructor will result from the careful, purposive planning and execution of a worthwhile research study—whether called thesis, paper, or problem—while earning any of the higher degrees.

Surely there is urgent need for more investigations in education to use appropriate experimental designs. Annual supplements to the *Summaries of Studies in Agricultural Education* continue to report only a few experiments. There has been, however, a steady advance from simple description to the sampling survey as a research method. The object of an analytical sampling survey is to search for relationships or associations between logically identified factors or causes and observed outcomes, products, processes, situations or conditions. A simple enumerative survey, which is not bound by the requirements of probability sampling theory, may provide useful source data for an analytic survey. Both may aid in the design of an experimental investigation. They can contribute to the specification of independent variables and to the choice of criterion measures.

An analytical sampling survey may be said to be comparative-casual in nature. The method is one of comparison. When effective means have been employed to meet rigorous standards of controls, replication and randomization, probability tests of significance may be made. The results may be reported at a specified level as relationships which may be predicted for the hypothetical population sampled. In order that conclusions drawn may be inferred from the information in the data for the sample groups, errors attributable to biases of selection of observations (cases), to nonresponse from some, and to accuracy in measurement and estimation must be eliminated or contained within known limits. In other words, use unbiased random sampling from the stratified, or sub-stage classifications. Have not any, or as few as possible, nonresponses. Make pilot tests in order to obtain estimates of uncontrolled error and to increase precision of measurement.

These standards apply to the improvement of teachers of subject matter in the agricultural sciences. For

several years the national trend toward emphasis on subject matter in the natural sciences has had an effect on graduate course work of teachers. More credits in technical agriculture and in biological science are being earned by master's degree candidates.

Certification in areas of public school administration, including such specialized positions as director of vocational education, of curriculum, or of guidance, now requires more than five years of professional preparation. A certificate as an Educational Specialist is now awarded upon completion of certain newly-established six-year programs. Demand will intensify for doctoral degree men. Serious consideration needs to be given to the selection and encouragement of the most promising young teachers to earn a doctor's degree at an early age.

The development of a National Center for Advanced Study and Research in Agricultural Education called attention to the need for systematic post-doctoral work. To the present, leaders in the field have had in-state conferences, seminars and workshops along with regional and national conferences as their only post-doctoral study opportunities. Such meetings invariably are of but a few days duration. The teacher education institution in leading states in each region should contribute both staff and students to summer term and year-long study sponsored by the National Center.

There is a trend toward greater interdisciplinary cooperation in the social sciences. Graduate education for teachers today includes more course work in psychology, sociology, and economics. Teachers of Agriculture more frequently schedule courses in other fields of education, particularly in administration, guidance, and basic education. Efforts are being made to acquaint teachers with procedures in the other areas of vocational education.

In summary, there are definite trends toward a larger quantity of formal graduate training by more teachers, particularly younger teachers who have recently entered the profession. Concomitantly, the quality of achievement is advancing. Both of these advances are essential if schools are to be successful in adapting to the rapid changes in social and economic phases of American life. □

Why I Planned a Graduate Program in Agricultural Education

JOE PAT ATTAWAY, Graduate Assistant, East Texas State College

A Changing Need

Thirty or thirty-five years ago, there was a very small percentage of the teachers in our rural public schools that had college degrees. Most of them completed two years of college, qualified for a teaching certificate, and then went out to secure a teaching job. Just as the little red school house and the out-door toilet were a part of the "way-of-life" at that time, so was the nondegree teacher.

Times have changed, and people have changed with the times. We have moved into a period that is highly competitive. More training and skill is needed to do the job today than ever before. A skilled teacher must not only have technical information, but above all, he must be able to work efficiently, think clearly, and command the respect of the people with whom he works.

Practically all teachers in our public schools today have Bachelor's degrees; they cannot be hired without this degree in most states. Many of our schools are now demanding teachers with a Master's degree. Other things being equal, the school administrator will select the teacher with the most professional training because he is the best qualified.

The Local Program

The effectiveness of a local program of vocational agriculture is directly related to the extent to which the teacher is skilled in the prevailing type of farming in his service area and also to the degree of proficiency which the teacher possesses and uses as a teacher and trainer of the people in that community.

This principle stresses the importance of the farming background, more thorough and comprehensive training in technical and practical agriculture, more functional teacher education experiences, and a continuing program of professional improvement geared to meet the needs of the teacher and his local service area.

Looking to the Future

Realizing that if I teach and administer a complete program of vocational agriculture for all-day students, young farmers, and adult farmers in our complex society and with our rapidly changing science of agriculture, it necessitates complete preparation for the job in order to expect reasonable success. Thus, I felt it was my duty and responsibility to myself and to my future profession to plan and complete a graduate program in Agricultural Education.

With the help of my advisor, I tried to plan this program, so as to further develop competencies and increase proficiencies which I needed in order to teach vocational agriculture more successfully than I may have done with just my undergraduate training alone. In fact, it seems utterly impossible for a student of vocational agriculture to become adequately proficient in performing all the diverse duties of a teacher of vocational agriculture through pregraduate study.

Conclusions

As a future teacher of vocational agriculture, I feel that I must prepare to the best of my ability to meet the duties and responsibilities of an increasingly complex profession. Graduate work is a must in order to be well qualified. After graduate work is completed, certainly workshops and inservice training (noncredit courses) will be a necessity in order to keep abreast of changes and continue professional improvement. A teacher is never educated. Only death stops learning. We must continue to learn in order to meet the challenge of the future. □

All history is but the lengthened shadow of great men.

—R. W. Emerson

Some Points to Consider When . . .

Planning for a Master's Degree

JOE P. BAIL, Teacher Education, Cornell University

The decision of whether or not to earn a Master's Degree for the professionally-minded teacher has perhaps already been answered—with a resounding yes! Whereas at one time the person with a Master's Degree was the exception, today it is almost the rule. Some states require a Master's Degree or its equivalent for permanent certification and most states require some additional course work above the Bachelor's Degree for all teachers. The fact that the Master's Degree has become commonplace does not minimize its importance. In fact, it places even more emphasis upon a quality program of study which will truly mark the master teacher.

If we assume that the Master's Degree should be the goal of most teachers, then perhaps attention should be directed to the reasons individuals may have for securing such a degree. These will likely include the improvement of technical and professional competencies, development of new abilities in social-personal areas, pursuing of individual interests, and personal satisfaction among others. If any of these be true, for you, then perhaps you have a satisfactory reason which will motivate you to work for such a degree.

Still another aspect to be considered is your goal with the profession itself. Do you plan to continue teaching, to enter administrative areas, or to seek even further formal education after completing a Master's Degree? Any one or all of these would suggest that a Master's Degree will be one of the minimum requirements expected of those who will become the leaders in their chosen profession.

Deciding the Type of Master's Degree to Be Earned

The numbers and titles of the Master's Degree are almost as varied as the institutions which offer them. Among these may be the following: Master of Education, Master of Science, Master of Arts, Master of Agriculture, and many variations upon these themes. Basically, they may be classified into two groups: professional and general. Examples of professional degrees would be Master of Education, Master of Arts in Teaching, Master of Agricultural Education, etc. The Master of Science, with some minor variations, would normally be considered the general degree or, in most cases, the research degree. Requirements may vary greatly for both degrees with optional plans available such as thesis, essay, paper, or no such requirement.

The professional degrees stress competency in the specific field of service in the educational profession. General degrees most likely stress original research and competency in this area. Although it may seem like an oversimplification, the best recommendation here is to carefully read the catalogue of the institution you are contemplating attending for a clear-cut outline of the various Master's Degrees available and then make the choice based upon your personal goals and needs.

Selection of an Institution

The selection of an institution at which to do your Master's Degree will depend upon several factors. Many teachers will likely choose one of their own State institutions, normally the Land-Grant College. Chief among the factors to be considered in the selection of an institution are the stature of the staff in agricultural education and in other fields of education as well as in technical agriculture and, secondly, the type of degree offered. With reference to the latter point, consideration should be given to the amount of freedom you may be permitted in planning a program to meet your individual needs.

The practical considerations of cost, travel, and time among others may be the deciding factors. The possibility of combining graduate work while on the job may also be a prime consideration. With many states providing sabbatic leave for teachers, the possibility of full-time graduate study for the Master's Degree should be stressed. Much good can come of being relieved of present duties in order to concentrate on "one thing" at a time.

If you are likely to terminate your formal education with the Master's Degree, even stronger consideration should be given to securing a degree out-of-state. New ideas, new faces, and new challenges can add a dimension to the Master's Degree which may not be otherwise available.

Selecting a Committee and Program

Soon after you enroll for a Master's Degree, consideration should be given to the selection of your graduate committee. Doubtlessly, you will choose as the chairman a staff member who shares your interests, is aware of your needs, and who is willing to provide the time, and energy, and patience necessary to advise and aid you in planning your course of study, guiding the preparation of your thesis or essay, and generally being available to counsel with you. Needless to say, you should be compatible in terms of personality and perhaps your general philosophy.

Planning a Program of Studies

If you are doing full-time graduate work for the Master's Degree, you will need to give immediate attention to the selection of courses and other experiences you wish to gain during your tenure as a graduate student. Clear-cut objectives will help to pinpoint specific courses that you will want to take. Depending upon the type of degree pursued, you will want to secure a balance between professional and technical courses which will meet your needs. Generally, most institutions will strongly suggest that you get courses in both areas plus other related areas. Although you may wish to qualify yourself in several areas, you will of necessity have to limit your courses to selected areas if you expect to develop any degree of depth in an area. Make every effort to get an early

start in developing your thesis or essay if this is a part of your program.

Be sure your committee is kept well informed of your plans and provided with the opportunity to make suggestions for improving the total program that you are attempting to complete. Lastly, involve your committee when you feel they can make contributions to your work, whether in regular courses, in guidance in your thesis or essay, or elsewhere.

Financial Assistance

The opportunity to secure financial assistance through special grants, scholarships, assistantships, or other means should be explored. In addition to relieving personal burdens, the work assignment (as a part of the financial award) may provide very worthwhile professional experiences and contacts which will be useful to you later. If an assistantship, it may include such duties as teaching, providing inservice training, preparing teaching aids and materials, and supervising undergraduate activities.

The opportunity to borrow money through special funds or through regular sources should also be explored. Except in unusual cases, the lack of adequate financial resources is not a valid reason for failing to secure a Master's Degree. In fact, it is probably only an excuse. Borrowing money, if necessary, to improve your professional competencies is probably one of the soundest investments in your future that you can make.

In conclusion, the Master's Degree should be the goal of most, if not all teachers, who look to the future with optimism. Make your decision early, select your goals and objectives, and plan a program at an institution which will maximize your professional experiences during this time. □

Start the "Count Down" for Your Graduate Program

G. S. GUILER, Teacher Education, The Ohio State University

Five, four, three, two, one! Ignition! Lift off! Successful orbit achieved at — — — — — — — —. These are exciting words in today's surging space age.

Graduate courses! Research! Advanced degrees! Increased salary! These words may not be as glamorous, but they are equally exciting and important in their meaning and implication for the future of agricultural education.

Why Pursue a Graduate Program?

Today we are preparing teachers who will staff our schools for the next forty years. It has been said, tomorrow calls for a teacher, whose training differs from that of today's teacher in a greater degree than the training of today's teacher differs from that of a teacher at the beginning of vocational agriculture in 1917.

Recent NEA research shows that great progress in teaching preparation has occurred in the last decade. "Practically all high school teachers have attained the 120-hour level with at least one-third holding Master's degrees."[1]

Teaching More Challenging

Recent advances and discoveries in technical agriculture have been moving at a terrifying pace. Teachers of vocational agriculture have a responsibility and obligation not only to interpret and understand this new information but to transmit it to the farmers in their communities in order that it is properly understood, appreciated and utilized.

The teacher of vocational agriculture in Ohio has an enrollment of thirty-one young and adult farmers. The average investment of these farmers is $78,000. This amounts to a total of $2,418,000 with which the vocational agriculture teacher is associated and partly responsible in the adult program. Would anyone associated with a business of approximately a quarter of a million dollars dare neglect his graduate program?

Broader Understanding of Job

It is an accepted principle that one grows in insights and skills as he works on graduate problems. Those who participate in graduate work normally have the opportunity to identify problems on which they will be working, share in the planning of the program and take part in determining the degree of success of their efforts. The axiom that, "The whole is greater than the sum of its parts," certainly applies to a well-planned graduate program.

Personal Satisfaction and Growth

There is a certain degree of personal satisfaction at the end of every quarter or semester of work completed and accomplishments attained. Those who have the experience agree that there is an inherent reward in self-improvement.

Increase in Salary

It is an established fact that most high schools today have adopted on the average a salary schedule which pays approximately $600 more with a Master's degree as compared with the Bachelor's. This increase over a seven-year period then amounts to an additional $4200.

Enhances One's Employment Opportunity

Those who have profited to the fullest extent of their educational opportunity through a graduate program will find rewarding employment. There is a good opportunity for teachers today who have prepared themselves by graduate education to move to larger schools, to specialize, and to move to university or supervisory staff positions. There is always a new frontier for the educator who has an open mind and a willing hand. Dean Johnson, author of *Business and Mass*, said, "Opportunity offers itself

[1]Educational Executive Overview, January, 1963.

to men in proportion to their ability, their will for action, their power of vision, their experience and their knowledge of business."[2]

Recommendations for Your Count Down

10 - 9 - 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 - Lift-off!

10. Start your graduate program early. The first year of teaching is not too early for enrollment in off-campus course work when offered near your school. An early beginning coupled with enrollment in off-campus courses, and five weeks during the summer months enables many teachers to receive their Master's degree in four years while continuing on the job.
9. Discuss Plans with Supervisors—teachers should thoroughly discuss their plans with school administrator, district supervisors and teacher educators.
8. Select an Advisor—Your special interest or area in which you wish to do your study will largely determine the appropriate staff member that should be your advisor.
7. Attend Another Institution—Teachers who have taken a part of their work in other states have been stimulated, enlightened and helped professionally. Out-of-state graduate work should be discussed with your advisor to assure that work taken at another institution will be approved in your home institution.
6. Inquire about Financial Aid—Each year most departments of agricultural education have assistantships available for a few selected teachers desiring to do graduate work. Generally, applicants are judged on the basis of scholastic achievement, leadership ability, professional accomplishment and vocational agriculture experience in agricultural education. Financial Aid can assist those who wish to take leave from their present teaching position rather than remain on the job and do part-time graduate study.
5. Investigate Sabbatical Leave—Obviously, it is more difficult to complete a graduate program through summer sessions and off-campus courses only. One should consider all possibilities of sabbatical leave as most states have such provisions.

   The Ohio law provides:

   > upon written request of a teacher, a board of education may grant a leave of absence for a period of not more than two consecutive school years for educational, professional or other purposes.[3]

4. Keep Working Your Plan—It is only natural that the "count down" may be interrupted occasionally because of unforeseen reasons. Let us take the example of Mr. J., whose intentions were to obtain his Master's degree. His records show that 31 hours of graduate credit has been completed during the past seven years. He was enrolled in nine quarter hours during the summer of 1962, yet only three hours counted because he lost the six hours earned in 1955 due to the seven-year rule. The length of time to obtain a Master's degree varies among institutions, but they all do have a limit.
3. Do Not Neglect Your Summer Program—It is essential that your total summer program be well-planned especially when a part of your time is spent in graduate work. In Ohio in most cases the local program has not suffered but actually gained from the teacher's additional training received from five weeks summer term taken in alternate years.
2. Be Prepared for Some Frustrations—One of his colleagues said to Edison after a disheartening run of experiments that failed. "It's too bad to do all of that work for nothing." "But it is not for nothing," said Edison, "now we know 700 things that won't work." So expect some frustrations and cope with them. They are like sand traps on a golf course, some may be put there intentionally so that you can prove your skill.
1. Nearsightedness concerning Agricultural Education has caused "large clouds" to roll over the area of the count down. You, the teacher, need to let yourself be sold on the future of Agricultural Education. One must believe it is essential in order to provide the service so badly needed by our society of today and tomorrow.

Careful planning permits teachers to carry on effective graduate programs without neglecting teaching responsibilities.

Lift-Off—Let Yourself Become Sold on Agricultural Education

Some concerted effort and individual initiative is necessary before and while planning your graduate program. Remember the future belongs to those who prepare for it. Start your "count down" now. □

[2] Dean Johnson, *Business and Power.*

[3] *School Personnel Policies*—published by the Ohio Education Association, 1958.

Planning Your Doctoral Program in Agricultural Education

HAROLD R. CUSHMAN, Teacher Education, Cornell University

Few decisions are likely to cause you to do as much soul searching and occasion so many second thoughts as whether or not to earn a doctorate. In a sense you are in the same dilemma as the early pioneer who asked himself whether he would indeed be wiser to stay on well-known and well-loved soil, accepting the security of well-learned ways and the comfort of treasured friendships and familiar scenes, or whether he should face the risk of travel through a hostile land, far from friends, to accept the challenge of distant horizons and the promise of adventure and opportunity. And like the pioneer you must decide not only for yourself but for those who are dearest to you. Needless to say many factors will enter into your decision. A few of the more obvious of these are:

1. Your physical and mental capabilities.

   Will it be possible for you to take in your stride the long hours of study and work involved in earning a doctorate? Are you above average in your ability to do school work? Will your personality be an asset or a liability in making new friends, impressing strangers with your basic competency and in forging a new life in a new environment?

2. Your aspiration level.

   Do you aspire to enter the realm of the teacher trainer, supervisor and administrator? Do you prefer to work with adults in comparison with adolescents? Will you find the atmosphere of the college campus or state office as stimulating as your more familiar setting as a teacher? Are you strongly committed to the Agricultural Education Profession?

3. Your wife.

   If you are married, how does your wife view the prospect? Will she be happier in the more sophisticated society of a larger and perhaps more urban community? Is she willing to exchange her present level of living for the deferred values of the degree candidate? Is she willing to live in a different state or section of the country, not only during your years of study but possibly on a permanent basis, should job opportunities so dictate?

4. Your financial condition.

   Have you collected detailed information on the cost of getting a doctorate? Have you explored various sources of assistance? Can you meet the financial demands that will be placed on you?

5. The rewards you anticipate.

   Will the prize be worth the race? Will a salary of between $8,000 and $15,000 provide you and your family with a satisfactory level of living? Will the continuation of a life of service to others constitute an additional reward in your case and not a cross?

Setting Goals

If you have weighed the pros and cons and find the scales tipped toward a doctorate, your next step is to define the professional goals toward which you will work. As with all goal determination the best way to start is by making a careful analysis of "where you are" in preparation for deciding "where you want to go." The analysis of your present situation might well include a realistic appraisal of our own strengths and weaknesses from both the academic and professional viewpoint. In other words, what do you have to offer your profession? Are your interest and ability stronger in some areas than others? How well do you write? Do you have a flair for leadership? Do you enjoy administration? Are you a natural salesman? What abilities do you have that can be exploited?

After you have looked at yourself in the mirror of reality you are then better prepared to answer the question, "Where should I go from here?" Will the central focus of your graduate program be to prepare yourself for teacher training, supervision, administration, research, instructional materials preparation, overseas service or some combination of two or more such professional opportunities? For alternative fields of employment will you prepare from an insurance standpoint? Only you can answer.

Ed.D or Ph.D.

The Doctor of Education Degree is a professional degree at most institutions of higher learning. Emphasis is placed on preparation for a specific field of service in the education profession. If you are the holder of a Master of Education Degree more institutions will accept you as a candidate for the Ed.D. than will be true for the Ph.D. The Ed.D. is a newer, less-well-known degree which is rapidly gaining status as more and more degree holders move into the field and demonstrate their leadership. Requirements for the degree frequently allow substitution of a variety of competencies, such as statistics or economics, related to the professional goal of the candidate—in lieu of foreign languages. Some institutions require a period of apprenticeship of practice in the professional field of choice as a part of the degree program. Ability to organize material logically must normally be demonstrated by the production of an essay or thesis which may or may not involve the collection of original data.

The Ph.D. is more widely known and may command more status from persons outside the field of education —although some would deny this with vigor. Emphasis is frequently placed on the acquisition of fluency in one or more foreign languages. Many institutions consider the Ph.D. to be a research oriented degree requiring the collection and interpretation of original data. If you contemplate foreign service or a position requiring a high degree of research competence you will want to give serious consideration to the Ph.D.

Selecting the Institution

Certainly the fundamental consideration which you should emphasize in selecting an institution at which to do your doctorate is the reputation of the staff in both Agricultural Education and the supporting fields in which you will be studying and working. What is the stature of these men within the profession? Are they playing leadership roles in their region and within the nation? Are they known for their writings and research? Are there likely to be students enrolled from many parts of the U. S. and abroad?

A second consideration is the image of the institution itself. Will you acquire a halo effect from your advanced degree or will others say, "Oh, I didn't know they offered a doctor's degree!"

How much freedom does the institution allow in program building? Will you be permitted the flexibility essential in tailor-fitting your preparation to your goals? Or will you be required to follow prescribed sequences which ill-fit your needs?

As you consider these issues it is well to talk with people who have earned advanced degrees at different schools. You should also try to visit the alternative schools in which you are most interested, if that is possible.

Selecting a Special Committee

Once you are accepted for candidacy by the institution of your choice the next step is to select the chairman of the special committee which will have charge of your graduate program. Before you choose, visit all of the eligible staff members and make a point of getting acquainted with them. Select a man whom you can respect, one that will be fair, a man you communicate with readily and whom you are sure you can get along well with without personality problems.

Discuss your plans with your chairman and seek his advice in selecting the other members of your special committee. Above all else, don't rush this critical decision.

Planning the Program of Studies

Although institutions vary in their customs in the area of program planning, there are a number of guidelines for the uninitiated. These are:

1. Take the initiative. Study the offerings of the institution in the light of your professional goals and set up a tentative program.
2. Contact each member of your committee and get their ideas individually.
3. Ask your chairman to get the committee to meet as a group to give final approval to your program.
4. Select men as well as courses.

Summary

Fortunate is the man who has entered upon a doctoral program under favorable circumstances, with clear-cut goals, as a candidate for the appropriate degree at an institution of his choice, with an amiable committee and a program of studies tailor-made to fit his professional goals. To such men belongs the future. Will you be one of them? □

Factors Affecting the Morale of Vocational Agriculture Teachers

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What are the factors that influence the morale of vocational agriculture teachers? Is the level of morale affected by such things as salary, the amount of education, the number of years taught, and the nature of the teaching assignment?

Interest in learning more about the nature of teacher morale and the factors influencing it, has stimulated the development of a series of research studies pertaining to this problem at Purdue University. One of the basic projects undertaken has been the development of the Purdue Teacher Morale Inventory,[1] designed to measure the level of morale of an individual teacher. The Inventory has been used to study various aspects of teacher morale and its related factors in Indiana high schools.

One of the projects undertaken involved the study of factors related to the morale of Indiana vocational agriculture teachers. The Research Committee of the Indiana Vocational Agriculture Teachers' Association and the Division of Agricultural Education of the State Department of Public Instruction cooperated with the authors in the study.

Procedures

The Purdue Teacher Morale Inventory and a Personal Data Form were sent by mail to all vocational agriculture teachers in Indiana in the early spring of 1961. The Personal Data Form requested information concerning education and teaching experience, the nature of the professional responsibilities, salary and tenure pensions, state classification of the vocational agriculture department, and the degree of satisfaction with the position and field of work. Analysis of variance procedures were used to determine whether teacher morale differed significantly with respect to these factors.

Findings

Of the 399 vocational agriculture teachers in Indiana, 263 or 78 per cent returned the instruments.

a. *Education and teaching experience*

Table I indicates the results of the comparisons between average morale scores according to level of education, and years of teaching experience. In each of these categories, using all of the groupings indicated in the table, the differences between means, tested by analysis of variance procedures, were nonsignificant at the five per cent level. However, it should be noted that the mean morale score for teachers having the bachelor's degree with

[1]Data concerning the validity and reliability of the instrument are given in the *Manual for the Purdue Teacher Morale Inventory*, The University Book Store, 360 State Street, West Lafayette, Indiana.

no additional course work (49.67) is significantly lower than the mean scores for teachers in all of the groups having more than a bachelor's degree. Also, in the "years of teaching experience" category, the level of morale rises significantly after 14 years of teaching and drops again after more than 30 years of teaching.

d. *Location and classification of agriculture department*

All vocational agriculture departments in Indiana are classified by the State Department of Public Instruction in terms of completeness of program and the adequacy of facilities. The categories are: first class, upper second class, second class, and conditional. Differences in morale of teachers employed in departments so classified were nonsignificant.

For administrative purposes the state is divided into 12 vocational agriculture districts. Again, no significant differences were found in morale for teachers in the various districts. However, there was a considerable range in the mean scores (45.90 to 62.25).

e. *Satisfaction with position and field of work*

There was a very high relationship between the level of teacher morale as measured by the Purdue Teacher Morale Inventory and teachers' expressed satisfaction with their present positions. The mean morale scores ranged from 38.81 for teachers who desired a change in position to 71.84 for those who were thoroughly satisfied and had no desire to change their position. The F-ratio was 24.92 with a value of only 3.78 being required for significance at the one per cent level.

Morale was also significantly related to feelings about the future of vocational agriculture in Indiana. Teachers who agreed that the future is encouraging had a mean score of 65.02; those who disagreed had a mean score of 41.67. A similar trend in mean morale scores occurred when teachers were asked whether, if they started their college work again, they would choose to specialize in agricultural education. However, the trend was not sufficiently pronounced to yield an F-ratio that was significant at the five per cent level. (See Table III.)

TABLE I.

Means, Standard Deviations, and F-Ratios for Morale Scores of Indiana Vocational Agriculture Teachers with Respect to Education and Teaching Experience

Category	No. of Teachers	Mean	Standard Deviation	ANOV Level of Significance
1. Level of education completed.				
a. B.S. degree	72	49.67	27.08	
b. B.S. degree plus 12 semester hours	63	57.43	29.96	
c. M.S. degree	56	57.39	26.41	
d. M.S. degree equivalent	34	57.01	30.01	
e. More than M.S. degree	38	57.42	28.01	F = .97 NS
2. Years of teaching experience.				
a. 1-2	49	51.06	24.59	
b. 3-5	51	50.10	27.39	
c. 6-9	29	52.93	26.52	
d. 10-14	55	54.98	29.85	
e. 15-19	22	62.27	30.50	
f. 20-24	25	63.56	31.98	
g. 25-30	22	64.32	27.16	
h. More than 30	10	53.80	22.02	F = 1.27 NS

b. *Professional responsibilties*

Mean comparisons were made with respect to the nature of professional responsibilities of vocational agriculture teachers. Teachers handling grade school agriculture and adult farmer classes had lower morale than those not teaching these groups. Responsibilities for high school general agriculture, young farmer classes, classes other than agriculture, 4-H Club work, and the size of 4-H Club groups did not result in mean morale scores that differed significantly. However, in the case of 4-H Club work, the F value was slightly less than the value required for significance at the five per cent level, with the morale of teachers not having responsibility for 4-H work being higher than the morale of teachers who had such responsibility.

c. *Salary and tenure*

Table II presents the comparison of morale scores according to annual salary, and tenure status. Both annual salary and tenure were significantly related to the level of morale. For annual salary, with the exception of one level where the number of teachers was small, for each $1,000 of additional salary there was a corresponding increase in the mean morale score.

Summary

A study of the relationship of selected factors to the level of morale of vocational agriculture teachers in Indiana as measured by the Purdue Teacher Morale Inventory may be summarized as follows:

1. Teachers having from 15 to 30 years of teaching experience had significantly higher morale than those having less than 15 or more than 30 years of teaching experience.
2. Teachers having only the bachelor's degree with no or little additional training had significantly lower morale than teachers with more preparation.
3. Agriculture teachers in the higher salary brackets and those having tenure had significantly higher morale.

TABLE II.

Means, Standard Deviations, and F-Ratios for Morale Scores of Indiana Vocational Agriculture Teachers with Respect to Salary and Tenure

Category	No. of Teachers	Mean	Standard Deviation	ANOV Level of Significance
1. Annual Salary (12 months)				
a. Less than $6,000	69	49.65	23.88	
b. $6,000 — $6,999	97	52.12	24.66	
c. $7,000 — $7,999	68	59.99	33.70	
d. $8,000 — $8,999	24	68.33	28.34	
e. $9,000 or more	5	65.40	41.69	F=3.101<.05
2. Are you a tenure teacher?				
a. Yes	53	65.45	29.81	
b. No	209	52.75	27.25	F=8.84<.01

4. Teachers handling grade school agriculture and adult farmer classes had lower morale than those not teaching these groups.
5. No significant differences were found between teachers having or not having responsibility for high school general agriculture, classes other than agriculture, young farmer classes, 4-H Club work, and few or many 4-H Club members.
6. State classification of the completeness and adequacy of the vocational agriculture program and the geographic district in which the school was located did not yield significant teacher morale differences.
7. There was a high relationship between the level of morale of agriculture teachers and the expressed satisfaction of teachers with their position. Also, high morale teachers tended to believe more strongly in the future of vocational agriculture in Indiana and would likely specialize in agricultural education if they were starting their college work again. □

TABLE III.

Means and Standard Deviations, and F-Ratios for Morale Scores of Indiana Vocational Agriculture Teachers with Respect to Their Satisfaction with Their Position and Field of Work

Category	No. of Teachers	Mean	Standard Deviation	ANOV Level of Significance
1. Satisfaction with present teaching position.				
a. Thoroughly satisfied; no desire to change at this time....	101	71.84	29.12	
b. Satisfied but would consider a change	138	46.11	22.34	
c. Satisfied but would change if I could	21	37.81	20.06	
d. Thoroughly dissatisfied	3	38.33	8.14	F=24.92<.01
2. The future of vocational agriculture in Indiana is encouraging.				
a. Agree	93	65.08	29.65	
b. Probably agree	97	50.79	25.50	
c. Probably disagree	48	52.25	27.51	
d. Disagree	24	41.67	23.86	F=7.06<.01
3. If you were starting your college work again, would you specialize in agricultural education?				
a. Yes	131	58.29	28.48	
b. No	42	48.79	24.69	
c. Uncertain	90	53.67	27.27	F=2.08 NS

How Important Are Occupational Values of Students of Agriculture?

O. E. THOMPSON, Associate Professor, University of California, Davis

Most teachers and parents directly or indirectly, consciously or unconsciously, advise young people on the selection of a vocation. It may inadvertently occur during a casual conversation or it may result from a direct question by a student. Upon what does the adult base his advice? Is he seeing the world of work through the eyes of the student? Does he understand or is he capable of understanding what youth, which often lives in a subculture quite different from that of the adult, sees as being personally important in the occupation he choose as his life's work?

To determine what is important to youth in selecting a vocation, an occupational values inventory was given to over 800 freshmen and seniors enrolled in vocational agriculture in 27 California high schools. The inventory was a modified version of an instrument first used by Centers[1] and later revised by Wilson.[2] Each student was asked to record whether each of 10 occupational characteristics was important or not important to him in deciding on a vocation. The student also identified the occupational characteristic which was most important to him and the one which was least important.

All Students

From review of Table I it is apparent that certain occupational characteristics are more significant to some students than to others. The characteristics most important to students were an interesting job, a secure job, and one which permits self-expression. It is quite obvious that the drive for economic security almost above all else has been accepted as a cultural value by the youth in this study. It is also apparent that many youth are altruistic, as over four fifths rated the characteristic of helping others as important in an occupation.

Being the leader or the boss was rejected by from one half to two thirds of the youth. Each of these characteristics imply that one must be willing to take responsibility. Apparently, most of the youth in this sample were willing to relinquish this to someone else. The desire for self expression, profit, fame, and independence in a vocation were shared about equally by the students. Roughly two thirds rated these as important considerations.

The single characteristic which was selected as most important was "a very interesting job." Next in order were security and self-expression. The characteristic rated least important by the most students was being a boss. It was followed by being a leader, and independence.

Choice of High School Curricula

The only curriculum group that

[1]Richard Centers, *"The Psychology of Social Classes,"* Princeton; Princeton University Press, 1949, 152 p.

[2]W. Cody Wilson, "Value Differences between Public and Private School Graduates," THE JOURNAL OF EDUCATION PSYCHOLOGY, Vol. 50, No. 5, October 1959, 213 p.

differed significantly from the others in occupational values was the college preparatory program. This group was found to be much more interested in jobs which permitted the expression of one's own ideas and jobs which provided an opportunity to help others. This might suggest that one of the reasons students prepare for college is to have the opportunity to ultimately achieve these objectives.

Grades and Occupational Values

Academic achievement was found to be related to only two occupational values. Students receiving high grades were significantly (1% level) more interested in an occupation which would permit the expression of their own ideas than were the other students. However, high achieving students placed significantly less importance on the salary a job paid than did the low achieving students. The proportion of each grade category that rated salary as important increased for each grade group from A to D. One might speculate that the high achieving students are more future-time oriented than are the low-achievers.

Occupational Choice

The importance of financial income was found to vary among those choosing different vocational areas. It was listed as important by significantly (1% level) more choosing the skilled trades than those desiring to enter the professional fields. The professionally oriented students were more interested in having jobs in which they could help others than were any of the other occupational categories. Those selecting careers in agriculture were found to be significantly (1% level) more interested in working independently than were students in any other group.

Post High School Plans

Being a leader or having a job in which one could help others was relatively unimportant to those who were undecided what they wanted to do upon graduation from high school. However, for those going directly to college these characteristics were extremely important. The esteem of others, which was of minor importance to those going into farming directly, was of major concern to the college-bound students. The desire to be the boss was significantly more important to those going directly into farming than to those in any other group.

To many in this study, post high school plans were particularly pertinent, as these data were gathered during the last month of the school year. The raw data show that those planning to enter military service directly, those planning to take any job available and those who had no job in mind were predominantly low achievers.

Other Factors

It was somewhat surprising that no relationship was demonstrated between occupational values and certain other factors which have been shown to be related to personal values of students. Frequency of church attendance which has been found to correlate with traditional values[3] was not related to occupational values. Also the vocation of the father was not related to the occupational values of the student. Likewise, whether a student came from a typical or an atypical home situation or whether he came from a farm or a city home, did not influence his concept of occupational values.

Summary

There is no easy way to test the genuineness of students' responses to the surveys of occupational values. However, certain consistencies noted in the rating of characteristics by various stratifications of the students indicate that a degree of validity exists in the present study. The sincerity with which students responded to the ten items is exemplified by the fact that there were only six omissions out of a possible 8390 responses. Perhaps the strongest grounds the author finds for accepting the instrument as measuring what it purports to measure, is that the findings tend to conform in general with observations and other studies of student characteristics. One would expect that the low-achieving college-bound student would have values regarding his future occupation which would differ from his opposite, the low achiever, who often is drifting aimlessly through life. Likewise, one would expect that the low-achieving student, who perhaps has not experienced personal or economic security at home, would place much importance on job security and high salary.

It can be concluded from this study that there are certain characteristics of occupations which were very important to this sample of California students who are enrolled in vocational agriculture. In general, there is a tendency for them to give low importance to the vocations which require individual initiative and responsibility and to place high emphasis upon the vocation which is interesting, which offers security, which permits self-expression, and which provides an opportunity to help others. However, there are differences in the degree of emphasis which groups of students place upon certain occupational values. High achievers had different personal needs to be satisfied by their vocation than did low achievers. Boys who planned to

TABLE I

Student Rating of Occupational Values
(837 freshmen and seniors)

Occupational Characteristic	Students' Rating Per Cent Important	Per Cent Not Important
1. A job where you could be a leader	48.5	51.5
2. A very interesting job	93.9	6.1
3. A job where you would be looked upon very highly by fellow men	67.3	32.7
4. A job where you could be boss	37.1	62.9
5. A job you are absolutely sure of keeping	90.6	9.4
6. A job where you could express your feelings, ideas, talents, or skills	87.9	12.1
7. A very highly paid job	65.4	34.6
8. A job where you could make a name for yourself	65.7	34.3
9. A job where you could help other people	81.1	18.9
10. A job where you could work on your own	67.9	32.1

[3]O. E. Thompson, "What Is the High School of Today Like" *California Journal of Secondary Education*, Vol. 36, No. 4, April 1961, p. 218.

enter farming obviously desired to work independently. Also, how his job would be looked upon by fellow students was of little concern to the boy starting to farm.

When giving advice and counsel to students regarding the selection of a vocation, the adult should recognize that the student has occupational values which will influence his decision. If the adult has evidence that a youth should investigate a certain vocational area then it would be well to consider the occupational values of the youth in the persuasion process.

It must be recognized that occupational values of youth often differ from those of adults. Youth undoubtly has derived these, partially at least, from the subculture in which it lives. Therefore, adults are cautioned against imposing a set of occupational values upon youth which is in conflict with that held by youth. Also it must be recognized that the changing of the values held by youth is a long process and one which undoubtedly would necessitate a well-planned educational program, one which most teachers do not have time to carry out.

How can teachers and other adults improve their effectiveness in helping students reach realistic vocational decisions? First, determine what the student identifies as important characteristics of the vocational area he wishes to enter. Second, help the youth find a vocation within the area of interest which will help him fulfill his personal needs which he identified. □

Characteristics of Students of the Vocational-Technical Institute at Southern Illinois University

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It is an established fact that each succeeding year sees an increasing number of high school graduates entering college. Many enter college with no specific goal, lose interest and drop out. Others do not have the ability or are poorly prepared and become scholastic casualties. Still others do not begin college at all. Of these, some are capable of doing college work, but are not interested and others, who would like to attend, cannot finance four years of college for a Bachelor's Degree. However, most of these young people recognize the need for additional training beyond high school in some specific field or work to obtain employment or more suitable employment at better pay.

Both state and national studies have shown the need for and recommend the immediate establishment of area vocational and technical schools throughout the country for two-year post high schools programs.

One such type of educational program and physical plant has been in operation for more than ten years at Southern Illinois University. A two-year degree of Associate in Business or Associate in Technology is obtainable. A certificate is awarded to those students successfully completing a one-year vocational or technical course.

The purpose of this study was to gather and analyze data on the male graduates of the Southern Illinois University Vocational-Technical Institute in all curricula covering the six year period of 1955-60. The data included certain pre-institute experiences and the achievement of each boy in high school and also in the V.T.I.

It was assumed that the information gathered from this study might be helpful in counselling high school seniors on vocational choices, particularly those who want additional training but choose not to take a four-year college curriculum.

Furthermore, information was desired specifically on farm boys who had completed work in the Vocational-Technical Institute. Since there are no agricultural courses of any kind offered by the V. T. I. at this time, this study also may provide evidence regarding the need for developing technical curricula in agriculture and in agriculturally-related businesses.

Home and Educational Background

The records of 575 male graduates were analyzed. It was found that a little over one half of them lived within fifty miles of the campus and were commuters. The majority were residents of the state. Approximately one half were graduates of high schools of less than 500 enrollment.

Based upon rank in their high school graduating class, these boys averaged 58.1 percent from the top, or more precisely, in the third quartile. This would indicate that few superior students registered in the Vocational-Technical Institute.

The pattern of courses taken in high school indicated that everyone had at least three years of English and two years of Mathematics. In the science areas, approximately the same number had taken Biology and General Science. The smallest number had taken Chemistry. Eighty-six and one half percent of the graduates had taken either Industrial Arts or Vocational Agriculture.

Approximately one-third of the 575 men studied lived on farms and of these, three-fourths had taken Vocational Agriculture in high school. Boys taking Vocational Agriculture averaged 6.84 semesters of English, 4.20 semesters in the sciences, 3.82 semesters of Mathematics, and 3.97 semesters in Vocational Agriculture.

Curricular Choices in Vocational-Technical Education

There are seventeen different curricula in the Vocational-Technical Institute, and of these Electronics was the most popular choice, followed by Machine Tool and then Automotive. Boys from the smaller high schools seemed to prefer the Automotive curriculum.

The Electronics curriculum in the V. T. I. was most popular with the farm-reared boys, Automotive was second, and the Machine Tool curriculum third in number enrolled.

The records of the farm boys who did not take Vocational Agriculture in high school showed that they had taken a relatively large amount of Industrial Arts and Mechanics instead. Their choice of curriculum in the V. T. I. reflected this interest.

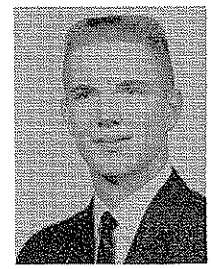
Gradewise, the 575 graduates did

not do quite as well in college as in high school. The farm boys who had taken Vocational Agriculture achieved an average grade point of 3.37 in the general courses and a 3.86 in their technical courses for an overall grade point average of 3.70. This was on a grading system where a grade of "C" has a value of 3.0 points, a "B" 4.0 points, and an "A," 5.0 points.

Conclusions

1. According to the pattern of attendance at the Southern Illinois University's Vocational Technical Institute, a relatively large proportion of the students lived reasonably close by and commuted. This would indicate the desirability of locating Technical area schools within or near relatively concentrated population areas.
2. The pattern of courses taken in high school by all students was very nearly the same with reference to English, Science, and Mathematics.
3. The majority of the students in the V. T. I. were not the superior ones. Their average grade in both general education and technical subjects was a "C" which is considered average. This may be all the more reason to counsel wisely those high school students of only average ability who want to go to college.
4. With a third of the Southern Illinois University Vocational-Technical Institute graduates having lived on farms, it seems reasonable that there should be some offerings in agriculture and agriculturally related businesses at this institution. □

Relation of High School Vocational Agriculture to Achievement in College Courses in Agronomy



J. DAVID McCRACKEN, Graduate Research Asst., Iowa State University

The idea is often advanced that the student who is planning to enter college should not take vocational agriculture in high school because it would take him away from the "so-called" college preparatory courses. How well does a former student of vocational agriculture achieve in agricultural courses in college? Does his vocational agricultural background aid him significantly in achievement in agricultural subject matter in college?

Complete data were available for 309 male students which were analyzed in this study. Intercorrelations were obtained among the following variables:

(1) Semesters of high school vocational agriculture
(2) ACE total score
(3) Mathematics placement score
(4) English placement score
(5) High school quality point average
(6) First quarter college quality point average
(7) Final college quality point average
(8) Tendency to graduate from college
(9) Quality point average in introductory agronomy courses.

Shown in Table 1 are the mean values obtained on various measures of achievement and scholastic aptitude by students with different levels of course work in vocational agriculture. Increasing units of vocational agriculture taken in high school were related to increasing mean values of the English placement test score, high school quality point average, first quarter college quality point average, and quality point average in introductory agronomy courses in college.

TABLE 1.

Mean values obtained on six measures of achievement and scholastic aptitude by students with different levels of preparation in vocational agriculture

Measure of achievement	*Semesters of vocational agriculture*		
	None	1-4	5-8
Total ACE score	39.7	35.1	37.0
Mathematics placement test score	30.8	29.4	29.3
English placement test score	36.8	37.1	39.3
High school quality point average	2.72	2.71	2.85
First quarter college quality point average	2.15	2.23	2.30
Quality point average in introductory agronomy	2.48	2.60	2.61

Highly significant coefficients of correlation were found between the quality point average in introductory agronomy courses and ACE total score (.214), mathematics placement test score (.265), English placement test score (.281), high school quality point average (.458), first quarter college quality point average (.600), final college quality point average (.748), and the tendency to graduate from college (.473).

A comparison of the mean values obtained on various measures of course preparation, scholastic aptitude, and academic achievement by students who were graduated or were not graduated revealed a positive relationship between the tendency to graduate from college and all other variables including semesters of high school vocational agriculture.

A more thorough test of the relationship between semesters of high school vocational agriculture and achievement in college courses in agronomy was obtained for 177 cases.

Achievement in crops courses was correlated at a highly significant level with all variables except ACE total score and semesters of high school vocational agriculture. Achievement in crops courses was more highly correlated with first quarter college quality point average (.533), third quarter college quality point average (.631), and final college quality point average (.688) than with achievement in soils courses (.498).

No significant relationship was found between achievement in soils courses and semesters of high school vocational agriculture, ACE total score, or mathematics placement test

TABLE 2.

Semesters of high school vocational agriculture and achievement in agronomy courses in college, in percentages of students

Semesters of vocational agriculture	*Average in college agronomy courses* 1.99 & below	2.00-2.49	2.50-2.99	3.00-3.49	3.50 & above	Total
None	7.4	31.5	27.8	22.2	11.1	100.0
1-4	9.8	31.4	21.6	17.6	19.6	100.0
5-8	5.6	16.7	38.9	27.8	11.1	100.0
Total	7.3	25.4	30.5	23.2	13.6	100.0

score. Achievement in soils courses was correlated at a highly significant level with all other variables except English placement test score.

The relationship between semesters of high school vocational agriculture and achievement in agronomy courses in college is presented in Table 2. The correlation of these two variables yielded a value of .066 which was not significant. However, inspection of the table revealed that 38.9 percent of the students with five to eight semesters of high school vocational agriculture achieved a quality point average of 3.00 or above in their agronomy courses in college. In comparison, 33.3 percent of the group with no vocational agriculture training in high school achieved a quality point average of 3.00 or above. Quality point averages of 2.49 or below were obtained by 38.9 percent of the group with no high school vocational agriculture and by only 22.3 percent of the group with five to eight semesters of high school vocational agriculture. There appeared to be a tendency for students with five to eight semesters of high school vocational agriculture to achieve at a slightly higher level in their agronomy courses in college than students with no high school vocational agriculture training.

In the final analysis, it appeared that the academic ability of a student, as measured by quality point averages obtained in high school and college, was more highly related to achievement in agronomy courses and to academic achievement in college than the number of semesters of vocational agriculture the student may have had in high school. There was a tendency for students with five to eight semesters of high school vocational agriculture to achieve at a slightly higher level in their agronomy courses in college than students with no high school vocational agriculture training. In no instance was the number of semesters of high school vocational agriculture negatively correlated with achievement in agronomy courses or with academic achievement in college. Also, as we consider the value of high school vocational agriculture as preparation for college, we should not overlook the role of vocational agriculture in developing and maintaining an interest in a college education in agriculture. □

Getting the Most Out of Student Teacher Tours

E. M. JUERGENSON, Teacher Education, University of California, Davis

Student teacher tours may not be new to many teacher education programs. However, several of the ideas and activities involved may be unique and have worked well enough at one institution that they may be worthy of passing on to others.

In California the teacher education program in agriculture is a five-year program with a full semester of student teaching in a cooperating school. Only one student teacher per semester is placed in each cooperating school, and the purpose of this tour is to help each new group of student teachers become better acquainted with each other in a purposeful way. This is especially necessary as a large portion of the group may come from separate states and from separate institutions. Many may have different majors and some may be returning after an extended absence.

Briefly, a student teacher tour is an activity whereby student teachers travel together under the supervision of their teacher trainer to see a number of schools in action. This event works best when it comes near the end of the students' participating experience. The time consumed may be one week, although two to three days seems to be the most efficient and effective period. When the tour occurs after student teachers have been teaching for several months, they are in a position to more accurately evaluate and synthesize what they see into meaningful patterns for themselves.

It is important that tours be planned well in advance, not only because the schools visited and persons involved should be alerted and have time to prepare, but the group will be more welcome and a wider variety of activities and situations can be experienced. Under this arrangement single and multiman departments, as well as junior colleges with agricultural programs, can be seen; rural, urban, or departments in cities can be included; school farms, shop facilities, and agricultural science laboratories can easily be made a part of the tour. Adult or Young Farmer classes can also be involved, if the timing is right, as the group is together continuously, thus allowing the inclusion of evening activities.

Visits are most interesting when both the administration and the teachers of agriculture involved have been asked in advance to show and comment on their local program and when specific questions are posed rather than allowing everything to be left to chance. Naturally it is important to encourage spontaneity and on the spot questions; however, the student teachers should be prepared to take on some responsibility for the progress of the tour. In other words, the principles involved in any good field trip will *work* with this activity. Each student teacher agrees to assume responsibility for sending thank you letters to a certain school so this function will not be neglected.

A desirable practice has been for the regional supervisor, in whose area the schools are located, to accompany the group part of the time, or at least meet with the group for one evening session to evaluate events of the day.

Many ideas on teaching are collected as they are observed, as well as noting classroom and arrangement of facilities; however, the most productive item on the agenda seems to be the counsel and advice from teachers of agriculture and their administrators. Included in the discussions are ideas on how to interview for new positions, what administrators look for in new teachers, what agriculture should accomplish in a community, use of advisory committee or adult classes, and other pertinent topics. Generally speaking, visiting three or four schools per day is a maximum, if enough time is to be allowed to get the most from each school.

One of the most valuable and pleasurable experiences is that gained while riding along between schools discussing events observed and philosophies expressed in each location. New teachers get to know each other well as a result of the close association while traveling together. This is particularly important where student teachers take their undergraduate work in different institutions and meet for the first time during their postgraduate experience in preparation for the credential to teach agriculture.

Naturally, under the guidance of the regional supervisor, schools are well selected so that a note of optimism, enthusiasm, and challenge is expressed about agriculture, teaching as a profession, and teaching agriculture in particular.

New teachers consider this event one of the highlights of their participating experience and one that can be recommended for inclusion in any teacher education program. □

Letters (Continued from page 228)

confidence in their teachers readily admitted that they hesitated to attend meetings even when taught by specialists.

With the trend toward using more specialists in the vocational agricultural program, perhaps a clearer definition of their role is in order. Also, it is important that teachers realize they must follow up all teaching and help to solve problems arising from attempts to put new practices into use. It would seem that the primary functions of teachers of agriculture will continue to make technical competence essential.

John H. Rodgers
Clemson, S.C.

William Plumer: An Educational Pioneer in Agriculture

THOMAS K. SHOTWELL, Teacher Education,
Louisiana State University, Baton Rouge

On Friday, June 16, 1820, editor John S. Skinner printed, in the *American Farmer,* the fourth of a series of six articles entitled "The Profession of a Planter or Farmer" which indicated tremendous foresight.

Ninety-eight years prior to the passage of the Smith-Hughes act, William Plumer, retired Governor of New Hampshire, wrote the first of what turned out to be 186 articles under the pen name "Cincinnatus." The series of six articles for the *American Farmer* appeared among the first published.

The Statement: "My name can neither add to nor detract from the authority of my writings. My politics are Republican, my religion liberal. My motive is the public good" accompanied the first of Plumer's articles as an explanation of the pen name. William Plumer chose it because of a close relationship between himself and the original Cincinnatus.

The original Cincinnatus had been called from his farm to guide Rome in a time of crisis. Plumer had also left the farm to serve as governor reluctantly and now had retired to the farm after a life of public service.

Plumer's purpose in writing was to advise about the education of young people at the primary, secondary, and university levels, and further, to bring into focus the dignity and complexity of the farming enterprise.

Manifold advice was given to the rural reader about the desirable curriculum for schools and about individual responsibilities for securing the best teachers and materials. Among other things Plumer proposed:

(1) State subsidization of an agricultural textbook.
(2) A limited school farm.
(3) The application of economics to agriculture.
(4) Scientific techniques be applied to food processing.
(5) Women as well as men could gain from study of agricultural principles.
(6) Agriculture should be taught at the elementary, secondary, and university levels.
(7) Agriculture involves the employment of more knowledge than any other human enterprise including medicine.
(8) Extra-curricular activities involving students and teachers would be profitable.
(9) Students should be taught the identification and use of various farm implements, seeds, fibers, soils, etc.
(10) Careful instruction in school would result in education of parents through pupils carrying home what they had learned.

The significance of these proposals can only be appreciated within the context of historical perspective. Nine years previously England had first considered the subject of education of the poor,[2] and 50 years later, England would pass its first public school law.[3] Plumer's writing appeared 48 years before T. H. Huxley remarked in an address before the London Workingmen's College, "Nobody outside the agricultural interest now dares to say that education is a bad thing."[4] It was 56 years before the Centennial Exposition in Philadelphia where the Russian Della Vos showed his educational technique which triggered the manual training explosion in America. It was 57 years before C. M. Woodward's epic *The Manual Training School,* and a century before the Smith-Hughes law.

Certainly the true significance of Plumer's writings remains to be discovered. Until that time, however, we can be safe in paying tribute to him as a pioneer in agricultural education. □

Editor's Note. As we went to press this letter from Mr. Shotwell discloses a further development regarding William Plumer.

"It is with pleasure (and I must admit a background of shock) that I report that the University of North Carolina Press, Chapel Hill has published a biography of William Plumer, evidently in the closing months of 1962. I came upon it while browsing

in the new book display at the LSU library.

While Dr. Turner's work points out that Plumer had an abiding love of the soil, he has devoted this book basically to Plumer as a statesman and lawyer, placing him as high as in ". . . the fourth or fifth rank of American statesman." Dr. Turner has not treated Plumer's agricultural interests to my satisfaction but has provided a tremendous amount of information, consequently, I plan to pursue this subject with renewed vigor."

Thomas Shotwell

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1. Plumer, William, Jr., *Life of William Plumer,* Phillips, Sampson and Company, Boston, 1857.
2. Warr, Earl De La, "Some Educational Errors," *Fortnightly Review,* Vol. XXV, NS, 1884.
3. Reference is made to the well known English law of 1870.
4. Smith, Annie Tolman, "The Education of Agriculturalists," *Education,* Vol. II, p. 166.

Cal Poly Collegiate Chapter Has Active Program

GEORGE BROOKBANK, Graduate Student, California State Polytechnic College, San Luis Obispo, California

At the California State Polytechnic College in San Luis Obispo, California, the Collegiate Chapter is called The Agricultural Education Club and it provides a training experience through many activities which keep its members busy. The club has been fortunate in having advisors who have prepared the members to stand on their own feet to such an extent that most of the activities are managed almost entirely by students.

Because membership is not restricted to senior students, but is open to all those interested in agricultural education, there is no interruption to a student's association with chapter activities. He continues at college what he did at school, and he carries his college experience right into the classroom when he becomes an FFA advisor himself.

The club's annual chicken barbecue is held during the annual summer meeting of the California Agricultural Teachers Association at Cal Poly. This allows a valuable exchange of information between established 'old hands,' novitiates, and present students. It also ensures a large attendance and plenty

Jerry Downer, Cal Poly Collegiate FFA Chapter Member assists at an Officer Training School.

of work experience for whose who are organizing the affair.

Other social activities include a spring and fall picnic and a Christmas party during the vacation. The most important social function is the annual banquet when a visiting speaker gives us his views on current agricultural affairs and when we invite some thirty guests and their wives in recognition of their contribution and assistance to the teacher education program.

Because many of the members are married there is a wives section of the club which meets, using the house of a different member, each month. There are twenty-five wives in this active section. In addition to their own social program the wives make sure there are refreshments at each of the club's monthly meetings. Often they attend these meetings with their husbands to hear a guest speaker tell of new developments or items of interest.

The club carries out the ceremony for raising Green Hands to the Degree of Chapter Farmer for the dozen high schools of the neighboring San Luis Obispo County and Santa Barbara County sections.

It runs a school for the training of officers of Chapters in these high schools.

It sponsors and manages the Public Speaking Contest between these schools.

It sponsors and participates in the Cal Poly Collegiate Parliamentary Procedure Contest held every year.

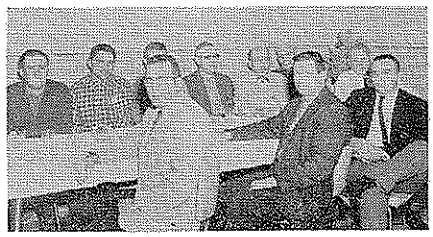
In cooperation with the Cal Poly Young Farmers Club it sponsors and manages the Poly Royal Livestock Judging Contest. Poly Royal is the College's annual two-day Open House, when some 15,000 visitors come on the campus to view the College's facilities.

The club promotes and makes awards at the Best Feeding Efficiency Display at the Junior Grand National Livestock Exposition in San Francisco.

As student members we sponsor and arrange our own annual Field Trip to California High School in order to keep abreast of recent developments in several different areas. We would be glad to hear from other Chapters so we may improve our own program. If, on the other hand, any Chapter feels it could learn from us we should be delighted to give all the assistance we can muster. Why not stop and see us in action if you are in this section of California? □

Kansas Ag Leaders Like County Meetings

Four years ago all the agricultural agencies in our county gathered for a noon luncheon in a cafe for exchanging ideas and swapping of trade secrets. Each person was given the opportunity to tell about the program in his particular area. Future major activities were announced in which others might like to participate. Since this beginning, monthly meetings have been held for the past four years.



LUNCH OVER, THE IDEA EXCHANGE BEGINS

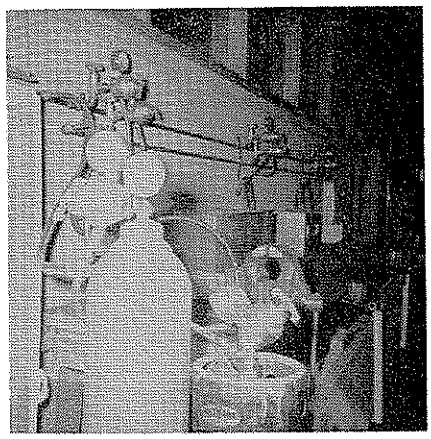
Left to right—Back Row: Coy Allen, Dick Tredway, vocational agriculture instructors at Winfield, Kansas; Bob Farrar, vocational agriculture teacher at Udall, Kansas; Charles Demott, ASC Office Manager; Homer Woods, FHA Supervisor, Ira Plank, retired vocational agriculture teacher at Winfield; Elmer Horst, County Weed Supervisor.

Left to right—Front Row: Charles Smith, County Agriculture Agent and Chairman of the group; Harold Van Cleave, vocational agriculture instructor at Arkansas City, Kansas; Howard Griffin, County 4-H Club agent. Missing from the group is Dean Knewtson, vocational agriculture teacher at Oxford, Kansas; John Lowe, retired vocational agriculture teacher at Winfield.

Meetings in the summer are held at noon and 5:00 p.m. the rest of the year. A small meeting room in the back of a popular cafe generally takes on an agricultural problem solving air for approximately 1½ to 2 hours. Included in the group is the FHA supervisor, ASC office manager, County Agricultural Agent, 4-H Club agent, five vocational agriculture instructors, agricultural representative of bank, SCS agent, County Weed Supervisor, and two retired vocational agriculture teachers who contributed mature counseling. The early meeting in the evening allows various members of the group to attend another meeting the same evening. □

Three Unit Oxy-Acetylene Welding Station

Teaching a class of 19 vocational agriculture students oxy-acetylene welding using one unit was a problem I was faced with a year ago. I tried as many other instructors have and found the single unit created many problems, especially when the farm mechanics time was divided into a block system. Discipline problems arose and let's face it, some students never mastered the skills because of insufficient time available. This is how the problem was solved.



Along one wall in the shop, we installed a three station oxy-acetylene welding unit. Two black steel pipes 12 feet long were hung on the wall, one for oxygen and the other for acetylene. Master control regulators were installed on each tank. Rubber hoses connect the bottles of oxygen and acetylene which are mounted in the upright position on a two-wheel movable cart to the pipe lines. A separate valve with individual regulators was installed at each station. This permits each student to adjust the pressure at his station depending upon the job, independent of the others. Each station is equipped with three different sizes of blowpipes and six feet of hose. Supplies were obtained from the welding company which services the shop and a plumber installed the unit. The cost of installation compares favorably with other pieces of equipment found in most vocational agriculture shops.

This three station unit of oxy-acetylene welding has helped me tremendously in teaching this area of farm mechanics and I consider it as one of the more useful items of equipment in the shop. □

Duane Wahlstrom
Teacher of Vocational Agriculture
Odebolt, Iowa

News and Views of the Profession

Supervisors Organize

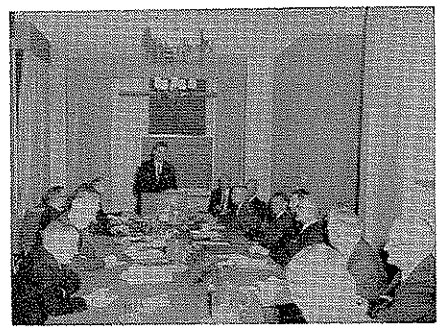
A new organization in Agricultural Education was born on December 5, 1962 during the American Vocational Association Meeting at Milwaukee. At that time the supervisors of Agriculture Education adopted the name of National Association of Agriculture Education Supervisors. New officers will include H. E. Edwards, State Supervisor of West Virginia, President; J. F. C. Campbell, State Supervisor of West Virginia, vice-president; Warren G. Weiler, State Supervisor of Ohio, Secretary; Ralph W. Edwards, State Supervisor of West Virginia, Reporter; Carl Humphrey, State Supervisor of Missouri, AVA Representative; and M. G. Linson, State Supervisor of Colorado, Alternate AVA Representative. □

National Center Seminar Will Discuss Design for Future Programs

A national seminar, "A Design for the Future," will be sponsored by the National Center for Advanced Study and Research in Agricultural Education at The Ohio State University July 22 through August 2. The major focus of the seminar will be on state staff responsibilities for implementing the recommendations of the President's Panel of Consultants. Designed specifically for personnel in state leadership positions, the seminar will provide opportunities to examine in depth some of the implications of the Panel report including their leadership role, new directions and orientations for agricultural education, and promising developments and innovations in agricultural education.

The Center Advisory Committee at its meeting in Milwaukee recommended as a desirable minimum attendance goal one supervisor and one teacher trainer from each state. Prior to March, a majority of the states had indicated they would be represented.

A distinguished group of resource people, including members of the President's Panel of Consultants, representatives of the United States Office of Education, and leaders in state supervision and teacher training will add to the contributions of the participants. These include: Benjamin Willis, Superintendent of Schools, Chicago, and Chairman of the President's Panel of Consultants; Walter Arnold, Assistant Commissioner, Vocational Education, United States Office of Education; A. W. Tenney, Director, Agricultural Education Branch, United States Office of Education; M. D. Mobley, Executive Secretary, American Vocational Association; Milo Peterson, President, American Vocational Association, and Head Teacher Trainer, Minnesota; H. M. Hamlin, formerly Head Teacher Trainer, Illinois; George Hurt, Head State Supervisor of Agricultural Education, Texas; Herbert Damisch, Head State Supervisor, Illinois; S. S. Sutherland, Head Teacher Trainer, California; A. G. Bullard, Head State Supervisor, North Carolina; Jesse Taft, Head State Supervisor, Massachusetts; David McClay, Head Teacher Trainer, Pennsylvania; Raymond Clark, Teacher Trainer, Michigan; Floyd Johnson, formerly President, National Vocational Agriculture Teachers Association, and Member of the President's Panel; Allen Lee, Assistant Superintendent in Charge of Division of Education Development, Oregon State Department of Education; and Bert Brown, Head State Supervisor, Washington.



Shown here is a session of a one week tri-state workshop on state supervision held at Memphis, Tennessee. The workshop was sponsored by the state departments of Alabama, Mississippi, and Tennessee in cooperation with the National Center.

While the seminar is scheduled primarily as a non-credit activity, arrangements can be made for qualified participants to secure graduate credit. □

S. S. Sutherland, Head Teacher Trainer, University of California, Davis, has found that freshmen and sophomores in vocational agriculture can understand basic biological principles previously reserved for college

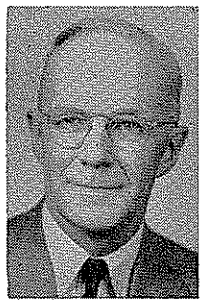
courses. Professor Sutherland is directing pilot programs on the teaching of biological principles in 17 high schools using instructional materials designed to teach the 22 biological principles most important in agriculture. This study is supported by funds from the National Defense Education Act.

Dr. Ray Agan, Teacher Trainer, Kansas, will serve on the University of Kansas team to help develop secondary and college level teacher education programs at San Jose, Costa Rica.

Dr. Agan will spend August in Costa Rica with the team. This project is supported by the Carnegie Foundation.

District Conferences for Wisconsin Agriculture and Homemaking Teachers

LOUIS M. SASSMAN, Former Chief of Agriculture Education for Wisconsin



School administrators in Wisconsin are interested in opportunities to discuss the program of vocational education in agriculture and homemaking. This is shown by the fact that of 280 administrators of schools with vocational agricultural departments, 178 attended 10 district conferences of vocational agricultural and vocational homemaking instructors this Fall.

District conferences in Wisconsin have, for many years, been combinations of conferences for school administrators, instructors in homemaking and instructors in agriculture. In 1961, school guidance directors and, in 1962, science instructors were included in the general sessions and in special sections set up for each group.

Meetings began at 4:00 p.m. and closed with a dinner at 6:30. The host administrator served as chairman of the general session held from 4:00 to 5:00. "Co-ordinating Science Instruction for Rural Youth" was the subject of a symposium in this session. Participants included a school administrator and an instructor each in science, homemaking and agriculture. There were six-minute presentations by each participant followed by a discussion led by the school administrator and then a summary by the administrator.

Following the general meeting, there were sessions of 90 minutes for each group of instructors and the administrators. In the administrator's sessions, discussion was led by the chief of each homemaking and agricultural education. □

From Former Issues

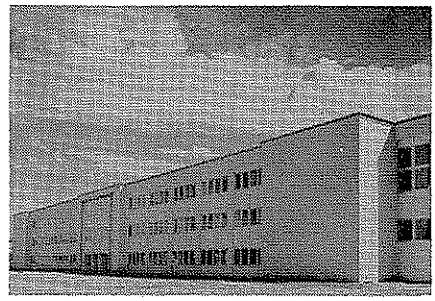
In June, 1932, an article discussed reasons for dropping departments of vocational agriculture in the Southern Region. The article stated: "The open season for dropping departments of vocational agriculture is now on. This season gives promise of a heavy crop. The reasons for dropping: 420 departments in the South are classified into four groups—Group One—The ineffective teacher was responsible for 110 cases; Group Two—The administration was responsible for 208 cases. The reasons given were as follows: Local finances were inadequate in 51 cases, the administrative unit was too small in 38 cases, the high school enrollment was too small in 13 cases, the school was in an urban area in 13 cases, local interest was lacking in 13 cases, and facilities for supervised farm practice were not available in 11 cases."

An editorial in the October, 1942 issue stated: "We cannot raise an Army of twice its present strength or larger without giving up conveniences. Men are going to be called to the colors, and those who do not go will have to take over their jobs. We are going to have to work harder and longer and with a single purpose; to win the war. We will have no place in our wartime economy for those "business as usual" people.

Writing in the March, 1953 issue, Dr. Charles B. Gentry, said, "Professional growth and service is more necessary in the case of teachers of vocational agriculture than most teachers, because teachers of agriculture on the vocational level must be masters of two vocations—teaching and farming. Each of these vocations is so complex, involves so much knowledge, and is so variable from place to place and from decade to decade that it is not possible for a beginner to be master of either of them.

New Mexico Announces Workshop on Adult and Young Farmer Education

D. C. Roush, Dean of The College of Teacher Education at New Mexico State University announces that a special three weeks workshop or conference on young and adult farmer education will be held at University Park (Las Cruces) July 15 through August 2nd. Dr. Ralph J. Woodin, professor of agricultural education at The Ohio State University will serve as the conference director. He will be assisted by Jacob Tejada, Training Officer for the New Mexico Cooperative Agricultural Extension Service.

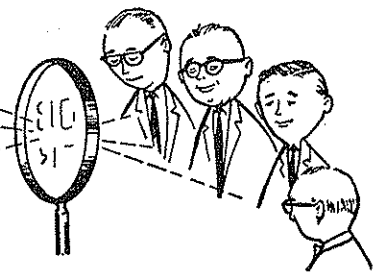


Site of the special workshop in young and adult farmer education will be the new 2 million dollar Agriculture Building which houses facilities for Agricultural Education. The building is equipped with refrigeration and houses approximately 200 staff members including resident staff, State Department of Agriculture, Agricultural Extension, State Supervisors of Agricultural Education and Home Economics.

A special invitation is issued to teacher educators and supervisors in agricultural and extension education to attend the conference. Additionally, an effort is being made to secure at least two teachers and agents from each state to participate in the conference. Three semester hours of graduate credit will be offered. During the first week of the conference key resource personnel representing farmers, ranchers, agricultural and extension, education and agricultural organizations will present trends in young adult farmer education for their respective states. Further details may be obtained from Dr. J. D. McComas, Head Teacher Educator, Agricultural Education, New Mexico State University, University Park, New Mexico. □

Pioneer work in programmed instruction in vocational agriculture is currently in progress in New York and Pennsylvania. Units have been developed in "Agricultural Finance," "Farm Inventory," "Parliamentary Procedure," and "Buying Life Insurance."

BOOK REVIEWS



FARM RECORDS AND ACCOUNTING by John A. Hopkins and Earl O. Heady, 5th edition, published by Iowa State University Press, Ames, Iowa, pp. xiii plus 377, 1962. Price $6.50.

The authors have exercised careful taste in the selection of content, illustrations and organization. The subject is presented in six major parts: (1) The Physical Records, (2) The Farm Inventory—Valuation and Depreciation, (3) Farm Financial Accounts, (4) Analysis of the Farm Records, (5) Income Taxes and Special Accounting Problems and (6) Farm Budgeting and Planning. Each part is then broken into chapters providing ample clarity.

The reader finds in the introduction a concise, thought provoking analysis of a living and vitalized American farm community. The dynamics affecting the management of farming is revealed through the carefully selected statement of *the problem* which introduces each chapter.

The book is a good reference for teachers and as a reference for farmers and upper classmen in vocational agriculture.

C. Douglas Bryant
North Carolina State College

APPROVED PRACTICES IN POULTRY PRODUCTION by George H. Biddle and E. M. Juergenson. The Interstate Printers and Publishers, Inc., Danville, Illinois. Third Edition 332 pp., 1963. Price $3.25.

A keen awareness of changes in the poultry industry has promoted the authors of *Approved Practices in Poultry Production* to provide a new, up-to-date 1963 edition.

Designed not only for the large scale producer but also for the beginner or small operator, the book includes selection, feeding, management, processing and marketing. Ninety pictures, 20 drawings and 40 working plans present the reader with the newest concepts in housing and equipment.

George H. Biddle, Poultry Specialist, Modesto Junior College, Modesto, California, and E. M. Juergenson, Teacher Trainer, University of California, Davis, have both taught agriculture at the high school and college level and consequently are well aware of the need for up-to-date information.

William F. Pierce
Department Agricultural Education
Michigan State University

INTRODUCTION TO LIVESTOCK PRODUCTION by H. H. Cole, published by W. H. Freeman and Co., San Francisco and London, 787 pp., illustrated, 1962. Price $8.75

Here is a book, at long last, that pays more attention to the selection of livestock based on production, carcass qualities and other heritable characteristics than it does to "judging" on the basis of type. The section dealing with the selection of beef animals includes a discussion of such factors as preweaning growth, postweaning gaining ability, efficiency of gain, fertility, longevity, and hereditary defects. Conformation is placed in its proper place.

Sheep, swine, dairy, beef, goats, horses, and poultry are thoroughly discussed. Wide coverage of these enterprises is achieved by treating in the book subjects such as the animal industry, genetics, marketing, nervous and hormonal controlling mechanisms, reproduction, diseases, and nutrition. Cole's book is different and new. It is five or six books in one volume.

Although written for the college-level student, there should be a place for at least one copy in each high school vocational agriculture department. Some sections and chapters would be appropriate for the more scholarly vocational agriculture student or for the farmer who is naturally curious and wishes to know the "why" as well as the "how" of livestock production.

Mr. Cole, the editor, is at the University of California, Davis. Experts from several states and Canada contributed sections or chapters.

Paul E. Hemp
Associate Professor
Agricultural Education
University of Illinois

N.V.A.T.A. News

from
James Wall
Executive Secretary

May NVATA News

Rather than to report news, your executive secretary would prefer to use this month's column for the consideration of fund raising activities by FFA Chapters.

During the past few years an ever increasing number of companies and individuals have approached FFA Chapters with many and varied propositions or programs to raise funds for the chapter treasury. Some are actually interested in helping the FFA while others are primarily concerned with "lining their own pockets."

It is recognized that a chapter must have adequate funds in order to plan and carry out a good Program of Work. However, it is desirable that teachers of Vocational Agriculture use discretion and give proper consideration to the selling activities that are used.

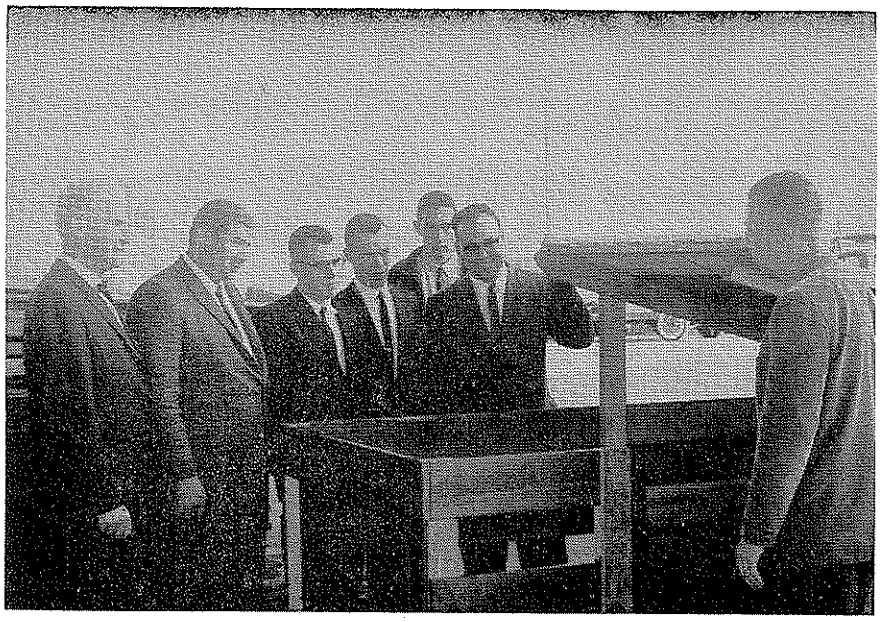
The NVATA and the National FFA have, for some time, been working together and both have gone on record as being opposed to selling projects in which an individual or a company attempts to promote the sale of products by using the FFA letters and emblem or the term VO-AG in their advertising or on the container in which the product is packaged. It is pleasing to note in most instances that efforts have met with success.

In the interest of good public relations, every NVATA member should check with his local school administrator and his state supervisor before agreeing to engage in a selling campaign sponsored by some outside group or individual. Such a procedure is extremely important if the product or its container bears the FFA letters and emblem or the term VO-AG.

It should be pointed out that the FFA emblem is registered in the U. S. Patent Office and that improper use of it could result in legal problems.

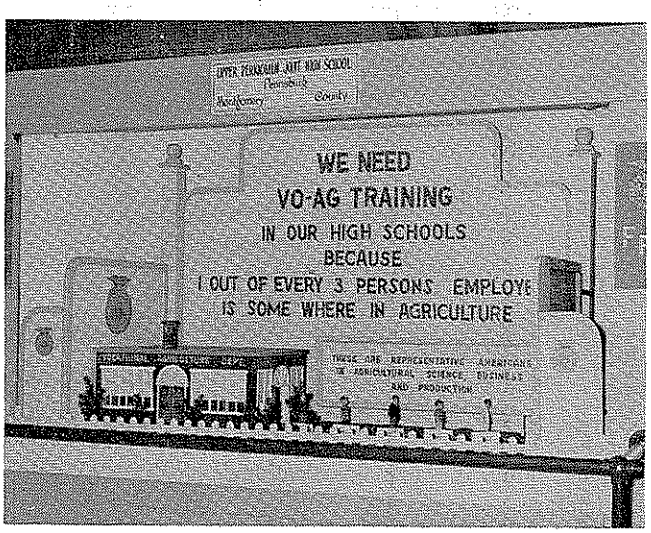
Members of NVATA can be helpful in discouraging improper use of the FFA emblem and the terms VO-AG by advising the NVATA executive secretary of instances where firms or individuals attempt to capitalize on the good name enjoyed by the FFA and vocational agriculture. □

Stories in Pictures

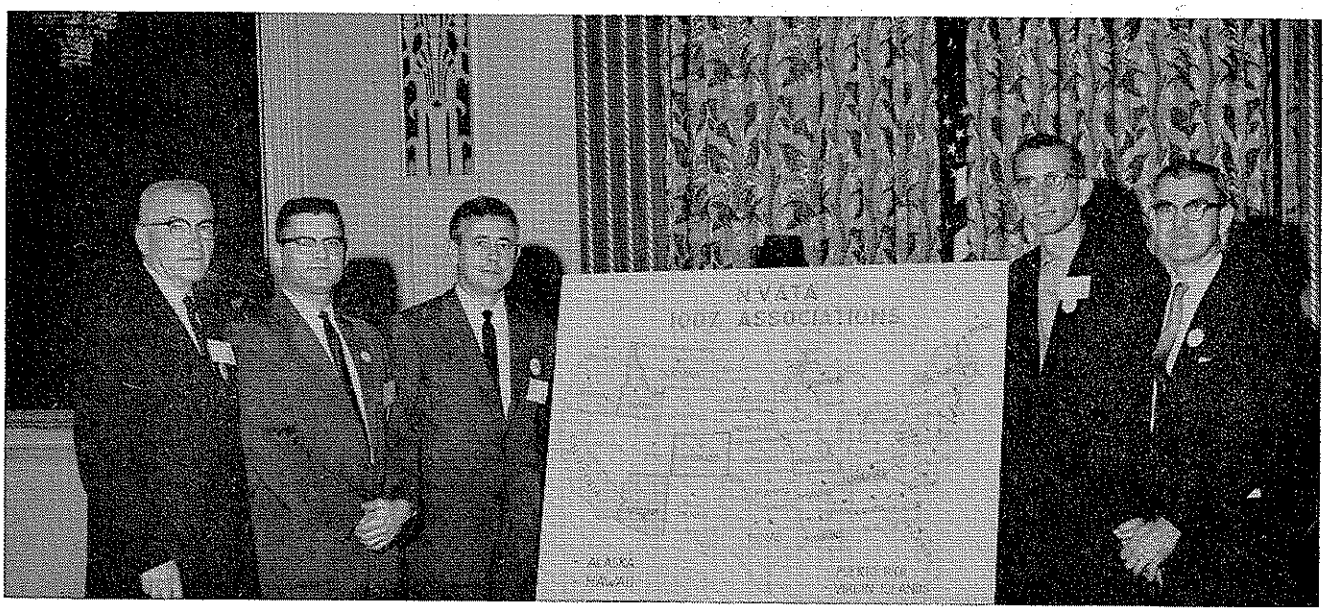


Student teachers and their teacher educator listen carefully as a teacher of agriculture explains his program and ideas about teaching. The school being visited is a three man department in Tracy which is located in Central California as described by E. M. Juergenson on page 242.

1. Texas Association President J. D. Nixon presents the Association's Distinguished Service Award to VA Teacher Billy Conner of Sulphur Springs, Texas. Conner was presented the plaque and a check for $75 for his outstanding work as a District Public Relations Chairman in the state. The award was presented during the Association's Annual Awards Breakfast, 1962.



First place booth in The Pennsylvania Farm Show. Victor S. Emsinger, teacher of Vocational Agriculture Pennsburg, Pennsylvania, and his students developed the exhibit.



N.V.A.T.A. Officers from states with 100% membership were recognized at the Milwaukee Convention—L. to R. George Irvine, Illinois, Walter Bomeli, Michigan, Glen McDowell, Kentucky, Robert Decker, Missouri, and Fred Mengert, Ohio. More than half of the states reported 100% membership in the National association.