# AGricultural EDucation

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*Featuring*—Studying Your Community

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# The AGricultural EDucation Magazine



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## IN THIS ISSUE



## Alaska Provides This Month's Cover

In this picture two Palmer FFA boys Rick Pettit and Stan Smith examine diseased bluegrass plant in a turfgrass breeding nursery at Alaska Agricultural Experiment Station. Bluegrass and fescue collections from diverse areas in Alaska are being evaluated for turfgrass potential. The Palmer Department is now 6 years old.

# Editorials

## Guest Editorial

### Community and the Man

MILO J. PETERSON, Teacher Education, University of Minnesota

A community in our society may be described as a group or groups of people living within an area of recognized geographic and temporal limits. It is marked by a high degree of interaction and common interests. A sense of security and solidarity, a feeling of belonging together, is the essence of "community." A community school strives to serve all the people in its service area. The community school is a part of, rather than apart from, the life surrounding it. This philosophy underscores the essential nature of complete understanding of the community by teachers of vocational agriculture.

The community is to vocational agriculture as the laboratory is to the physicist. Here are found the resources, the reagents and the other ingredients so necessary to an educational experiment. The teacher is, of course, the catalyst stimulating the entire process.

To any teacher of agriculture the school is not a building of four walls; the school is the people, the farms, the farm-based occupations and businesses encompassed by the community boundaries. It should be fair to assume, then, that each teacher of agriculture will give high priority to a comprehensive survey of his community. In fact, unless this is done during the first year or two of tenure, a teacher operates under severe handicaps and the insidious aspect of this is that he will not even be aware of his limitations.

A complete farm family survey should be the goal of every teacher of agriculture. This means a visit to *every* farm and a personal contact with *every* farm family. It cannot be expected, of course, that a teacher will be able to devote his entire time to making a farm family survey to the exclusion of all other duties. A useful procedure is to allocate all the time possible to the survey until it is completed even though it may take two or three years to get the job done. Summer months permit time for substantial progress. Throughout the school year there should be a definite quota of perhaps twenty completed farm family surveys per month.

The purposes of the farm family survey are straightforward and clear: (1) to give the agriculture instructor a contact with every farm family in the school area, (2) to give every farm family in the area an opportunity to become acquainted with the agriculture instructor, (3) to develop a basis for improving school-community relationships especially as these relationships affect the farm people of the area, and

*(Continued on next page)*

## From the Editor's Desk

### Understanding Your Community

Suppose a stranger came into your community and asked "Who can I go to who really knows the community?" Would you be among those listed?

If the teacher of vocational agriculture were included he would be in a select company which might include a political leader, a banker, a chamber of commerce secretary, a school administrator, a minister and a county extension agent. It's my guess that in too many cases the list would not include the Vo-Ag teacher.

A complete knowledge of his community would offer important advantages to any of the different individuals listed above. Such information would identify individuals and groups who should be served. It would show important social and economic changes affecting the lives of these people. Important information would be available as to the leadership roles of persons and organizations and their impact on the process of change. Such information could provide the individual possessing it, with important clues as to what was most needed in the community and how desirable changes and improvements could best be wrought. For vocational agriculture teachers this is the kind of information which is needed for building sound programs which have the understanding and support of the community.

Probably no one individual or group has all of the best answers as to how to study a community. Certainly there is no one best single procedure. Looking at community study through the eyes of the business leader, the sociologist, the educator and the minister, the following represent some promising approaches.

1. Train yourself to become a keen and unbiased observer of the local scene. There is no substitute for first hand observation made by one who has purpose in his observation.

2. Pool your observations with those of other observers; Advisory committees, service clubs, community organizations and acquaintances provide opportunity for comparing your observations with those of others.

3. Make use of all available information regarding your community. Use this kind of information as a basis for identifying changes, trends and rate of change. The U. S. Census of Agriculture, Census of Population, and similar reports are important sources.

4. Supplement the above information with individual studies of your own. Examples might include a survey of young farmers in a school district or employment opportunities in farm related occupations in a particular population center.

5. Include the study of community changes as a

*(Continued on next page)*

## the Man . . .

(4) to accumulate information and insights regarding the human and agriculture resources of the area that will be invaluable in planning an effective program.

The importance of this activity is emphasized when one considers the meager contacts many farm families have with the high school. Too many farm people consider the high school as a place for children and an occasional basketball game, but with nothing of a practical value for them.

To limit farm family contacts to high school students and their parents is to do only half a job. Vocational education in agriculture demands a complete job. Where a farm family lives that has no contact with the public high school agriculture department there too resides an unmet challenge. □

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Dr. W. T. Spanton, formerly chief of the Agricultural Education Branch, U. S. Office of Education, will teach a course on planning and conducting FFA programs during the four-weeks summer session for vocational agriculture teachers at the University of Maryland this summer.

## Understanding . . .

part of your teaching. Students at all age levels are interested in and need to know about changes in agriculture and community organizations important to agriculture.

6. Keep at it—Your community is in a state of constant change. You can't take a reading today which will be sufficient for the next year, the next month or even the next week.

7. Use the results in developing improved programs, more appropriate policies, increased public understanding and support.

Vocational agriculture programs tailored to the needs of those engaged in today's agriculture, demand a thorough understanding and knowledge of the community, the part of the teacher. Because of the rapidity of change it is especially important that vocational agriculture teachers in these days be students of change in their community.

Ralph J. Woodin

# LETTERS

Sir:

In a letter to the editor in the March 1963 issue George P. Mowrer questions that we teachers of agriculture be expected to devote 50 hours a week to our work while the average worker in the U.S. averages only 38 hours per week.

We have just completed a time study of 30 teachers in our system. The average hours spent per teacher, not including hours for extra pay, averaged 51 hours per week. In my particular case it was 68 hours per week!

According to studies made by the N.E.A., O.E.A. and Utah Education Association, the average hours spent on the job by teachers in 9 months is slightly less than that spent by industrial workers in 12 months. Hours for teachers were 1,762.5, hours for industrial workers 1,816.4. The work week for teachers—47 hours, for industrial workers—38 hours.

As I see it we are hired for the job on an annual basis. The average U.S. worker is hired by the hour. We are free to take our choice as a U.S. worker or a professional. If we are interested in what we are doing, we will work an average of 50 hours or more per week. If not, I suppose we will gripe, although we are all interested in giving our families their fair share too.

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

Sir:

I was pleased to learn that an Alaskan picture would be used for the cover of the Agricultural Education Magazine.

There are at present only two Vo. Ag. departments in Alaska. The Palmer department is six years old and the Wasilla department was started this year. We are eagerly waiting for the opportunity to become a state association of F. F. A. There is the possibility of two more departments starting within the next two years.

Dairying is the main agricultural business in this area, the Matanuska Valley. Vegetables, potatoes, grain and forage production are also important.

There are twenty-two boys in the Palmer Vo. Ag. program whose projects represent several phases of agricultural production. The FFA chapter owns, operates, and maintains a tractor and other farm equipment. They farm several acres of school land and plan to go into the freezer pea industry on a small scale this coming summer.

Most phases of agriculture are studied with shop work being an important part of this training.

Walter Ward
Palmer, Alaska

Sir:

I, like yourself, have too often sat in conferences or meetings, which were intentionally good, but poorly planned and as a result most of us went to sleep. The learnings we were supposed to have learned were not learned.

I have learned from my own experience as a teacher that a few visual aids such as charts, slides and to some extent movies are effective teaching and learning aids. I believe that a few good slides or charts along with a well planned lesson will do much to stimulate learning and will also eliminate countless minutes of boring lecture.

I have noted in my own state that more visual aids are being used at our professional conferences. I sincerely believe that teacher trainers all over the nation are waking up to the fact that teaching aids can help do a better job of teaching and also lessen the work load.

Clyde Burchette
Vo-Ag Teacher
Barbourville, Ky.

Sir:

I am sending you an article honoring one of our group, Harry G. Beard, Administrator of Agricultural Education, State Department of Public Instruction, North Carolina. I think that the readers of the Agricultural Education Magazine would like to know that he was chosen "Tar Heel of the Week" by the Raleigh News and Observer. This is an example, too, of publicity we might more often get.

Harry's views regarding the future development of agricultural education in North Carolina should also be of general interest. Harry is the person to whom I was assigned during my 3½ months in the State Department last fall; you will see that he and I went down the road together. Some of our ideas were slightly distorted by the reporter.

H. M. Hamlin
Visiting Professor

Sir:

In general, our teachers seem to respond to the magazine quite well. They feel, however, that occasionally articles do not come to the point and give specific recommendations and help after spending considerable time discussing a particular issue. Oftentimes, we become involved in research programs and go into long discussion of the same when a few concise statements of the results would serve a better purpose.

One other point that has been made several times is the practice of using outdated pictures to accompany articles. This is detrimental from the standpoint that teachers recognize that a magazine is not up-to-date if the picture of an article's author is 20 years old. No picture would be preferable to this situation.

My personal congratulations for recent improvements. We continue to support the magazine because of its value and importance.

Neal D. Andrew,
Concord, N. H.

## P. W. Proctor Dies

P. W. Proctor, a former Supervisor of Vo-Ag in the State of Illinois, died at Springfield, Illinois, February 16, 1963 at the age of 71. Mr. Proctor served in the Ag. Extension Service in Nebraska for 1 year after which he moved to Illinois where he taught Vo-Ag from 1922 to 1945 and then served as a State Supervisor of Vo-Ag until 1959, at which time he retired.

# Study the *Whole* Community

## There Is More Than Meets the Eye

LAWRENCE W. DRABICK, Teacher Education, North Carolina State College

The idea of community study as a supportive adjunct of teaching Vocational Agriculture is accepted by most teachers. Not many question the value of community study and many teachers include it in their schedule of activities.

The rationale for community study includes a number of viewpoints. Some teachers believe that the personal identification achieved with the community as a result of a study equips them to be better teachers. Others use the information gained in the community study as a major basis for determining the content of the course in Vocational Agriculture. Yet again, resources in the community which might be utilized to implement the teaching process may be observed. It is quite probable that each of these ends should be served by a community study.

The pragmatic point of view that there should be a definite, observable value to the Vocational Agriculture program is the only one which justifies community study by the teacher. Mere satisfaction of curiosity is not a sufficient warrant, nor can he justify solely theoretical conclusions. The demands upon the time of the teacher, the encroachment of the remainder of his program, and his commitment to the institution which employs him all support a thesis that community study conducted within the time normally assigned to his institutional obligation should give evidence of practical advantage to his educational program.

There are many ways in which a community study might be made of most value. Only two will be discussed here, but they are two which frequently are not stressed. Moreover, they are points of considerable impact. First, *the objectives of the study should be explicitly stated.* Second, the scope of the study should be sufficiently broad so as to *include all elements of the community which are pertinent to the program of Vocational Agriculture.*

### Starting Objectives

The goals in formulating objectives are that (1) they shall be stated so clearly that they cannot be misunderstood and that (2) they shall be set down in order that they provide a continuous guide for the teacher and related others as he pursues the study.

In something so inherently nebulous as community study, the teacher may assume that he knows what he wishes to achieve and not give as much time to determination of objectives as he should. The consequences of this approach are three fold. First, the teacher knows only in the most general terms what he wishes to do. He has not made it explicit even to himself. Second, his objectives are apt to change during the study as new thoughts come to his mind or as immersion in the study reveals new data. Third, others to whom he may wish to justify or explain his study have no stable referent by means of which to approve or understand it. These three results constitute serious objections to undertaking a community study without devoting proper time to statement of objectives.

### Inclusion of All Community Elements

Teachers undertaking a community study may be prone to limit investigation to items which they perceive as directly related to their program. In so doing they may overlook other community elements which are equally meaningful fields of investigation but for which validation may not be so obvious.

This problem may be overcome by considering community elements in two categories; technical and social. The former may be more obvious to the teacher. He more readily may perceive the applicability of information such as the per cent of local people who are on farms, the value of local farm products, soil types in the area served by his school, or trends in farm size. He may even study slightly more esoteric fields, such as changes in the number of washing machines owned by farm families, the per cent of farms having electricity, the average distance of farmers from a paved road, or the number of days worked off the farm annually.

Such technical information is readily obtainable, much of it in census publications. Further, it has a direct bearing upon the agricultural image of the area and impresses itself upon the teacher as related to his program. As a consequence, technical information is most apt to be sought by the teacher conducting a community study. And, if he has formulated his objectives clearly, he probably will do an adequate job of data collection.

But regardless of the skill and thoroughness with which the teacher may compile technical information, his study will be incomplete without inclusion of social data. Without it, he will not have satisfied the criterion of practicality which has been stated as a *sine qua non* of justification.

It is unrealistic to believe that the program of Vocational Agriculture is related only to the directly and obviously agricultural aspects of the community. Independence of the farm from the non-farm elements of the community is not a fact today, if indeed it ever was a description of reality. Culturally, the farm element of the society is closely identifiable with the non-farm element as measured by both tangible and intangible indices. Further, these two elements are so interdependent as to have lost most of their singularly identifiable characteristics. As a result, *a study of the community which is to have value for Vocational Agriculture must include many elements of the community which are not strictly agricultural.* These are the elements which have been labeled "social."

### Pertinent Social Elements of the Community

Many characteristics of the community are included in the social category. Only a limited number will be considered here, selected on the criteria of being (1) relatively obscure, (2) directly pertinent to the Vocational Agriculture program, and (3) phenomena which are observable and for which methodological precedent exists.

In each community there is a power structure, the unique characteristic

of which is that it has control of resources. Its members thus are in a position to influence formal decisions, among which might be an addition to the Vocational Agriculture shop or employment of a second teacher. Previous research had indicated that the power structure of a community can be identified; sometimes to the extent of determining the resources it controls and the decisions it influences.

*The teacher who knows the power structure of his community has an advantage in implementing his program.* After adequate study, he will know the likes and dislikes evidenced in the power structure; he will know the ways in which it applies its pressures and upon whom; he will know the individuals in the power structure, over whom they have power, and the means by which they exercise it. Such knowledge will provide him with some leverage. He will be able to avoid proposals which would be completely unacceptable. He will be able to consult appropriate power structure representatives if he questions the acceptability of his plans. He will be able to use persons in the power structure who are favorably disposed toward his plans to convince others of their value.

A second social element to be considered is the "influentials" in the community. These are persons who by force of personality, known bases of experience or other nonpower criteria have established themselves as legitimizers. The underlying rationale for recognition of this position is supported by the findings of adoption-of-farm-practices research. These findings uniformly have been that some persons in a community serve as nuclei about which other persons cluster in order to gain information, adopt norms, or establish modes of behavior. The teacher should utilize these influentials as sources of information concerning community attitudes and as channels by means of which to communicate quickly and efficiently with the community. The advantages in establishing course content, in achieving community adoption of a new practice, or in recruiting membership for an adult course seem evident.

The previous two points have dealt with the way in which individuals are dominant parts of community interactive patterns. Organizations play an equal part in these patterns, either as reflections of the thought of individuals who compose them or as causative agents establishing individual member attitudes. The teacher who is truly knowledgeable concerning his community will have an acquaintance with the organizations within it—and the composite attitudes expressed by those organizations. Knowing that his educational activities will be scrutinized by all people in the community, he will not limit himself to farm organizations. The potential for support resides in many organizations; the American Legion may be as influential in determination of the Vocational Agriculture program as is the Grange.

### Utility of a Whole Community Study

Even those who agree in principle with the foregoing may question its practicality. It is possible to reach the conclusion that by-passing the institutional hierarchy is proposed, with the teacher promoting his program directly with groups in the community. This is not necessarily the case. The teacher should share his knowledge of the community with his principal and they might plan the program and approach supportive community elements jointly.

Can the teacher undertake the inclusion noted above in a study of his community? The answer is yes and there are established methods for obtaining each element of information suggested. Many teachers may be unacquainted with these and need assistance in devising a community study to include them. Such assistance may be obtained through sympathetic people at an adjacent college. In other cases, it could be made a part of a workshop series for teacher groups. For those who had the time and inclination, credit courses would provide the needed abilities.

Finally, will the extra effort pay off? An unequivocal answer cannot be given for each instance. But in general, the information gathered in a whole community study will provide the teacher with opportunity to strengthen his program, tailor it to characteristics of the community, and gain support which he may not have known to exist. □

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11. Reviews of business provide insight into community structure not otherwise readily available. These are published by various organizations; the Federal Reserve Banks provide them for the areas which they service; in many instances the business departments of state universities publish state reviews. As with the data in the census publications, interpolation may be necessary.


## Providing Handles for Files in the Shop

A simple and rapid method of making good sturdy file handles can be accomplished as follows: Place a scrap of straight grained dimension lumber in a vise and hammer a piece of conduit, the length and diameter you wish for a file handle, through the dimension material. Drive the conduit with the grain of the wood. This procedure fills the conduit with a tight wooden plug. Trim both ends of the handle so the metal and wood are flush. Drill a one-fourth or one-eighth inch hole in one end of the handle to receive the file tang. The size of the hole is dependent on the size of the file. A one-fourth inch hole on the other end of the conduit, through the metal and wood and perpendicular to the handle, will provide a means of hanging the file in a cabinet.

Vern MacNeil
Vo-Ag Teacher,
Minidoka High School
Rupert, Idaho

# A Slide and Tape Presentation of Agricultural Careers in an Iowa Community

ANDY CUBIT, Teacher of Vocational Agriculture, Monticello, Iowa

It is very easy for the vocational agriculture student to consider agriculture as being limited to farming alone. He is apt to think of farming as being limited to farm life as he has experienced it on his home farm. Therefore, it is difficult for him to understand the vast number of these segments making up agriculture today and what implications they might have for him in selecting a life's work.

Indications are that these agricultural jobs off the farm will become increasingly important in vocational agriculture teaching in the future. One of the very important responsibilities of the vocational agriculture instructor is to acquaint the student with the various lines of endeavor which exist in agriculture in addition to farming.

A very helpful teaching aid in this area is a color slide and taped interview program concerning agricultural jobs performed by persons in the student's home community. These are jobs in which a farm background and an education in agriculture are beneficial. It is not difficult to obtain a list of many persons in this category and they will usually be found within a radius of fifty miles of your community.

In preparing this program in the Monticello, Iowa Community, persons were contacted in three major areas of agricultural occupations. Color slides were prepared of these men performing tasks connected with their work and tape recordings were made telling of their work.

PURCHASING FARM PRODUCTS
- Hog buying station operator
- Cattle buyer for packing company
- Dairy plant fieldman
- Produce station operator
- Cooperative creamery operator

SERVICES PROVIDED TO FARMERS (educational)
- County extension director
- Soil conservation technician
- Area forester
- Vocational agricultural instructor
- Agricultural Stabilization and Conservation Director

SERVICES PROVIDED TO FARMERS (commercial)
- Feed mill operator
- Implement store manager
- Fertilizer dealer
- Farm insurance salesman
- Farm seed dealer
- Farm advisor for a bank
- Farm Bureau fieldman
- Auctioneer
- Farm building salesman
- Power use advisor for electric cooperative
- Farmers Home Administration Agent
- Radio and Television farm department personnel
- Newspaper farm department personnel
- Veterinarian

Dr. Ted Bek, DVM, Monticello, Iowa, says: "Becoming a veterinarian requires six years of college work at an agricultural college or university. The hours you work are not always pleasant and the schooling is difficult, but there is satisfaction in the work and the rewards are good."

These persons seemed to be the most directly involved with agriculture in the community. Many more could be added to the list.

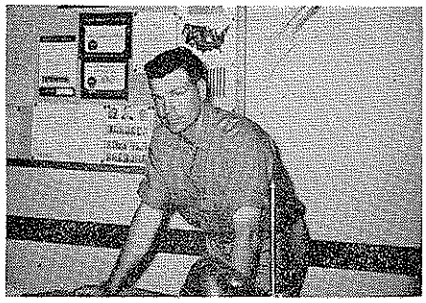
Tape interviews were made with twelve of these persons representing the different areas of agriculture. Two to six color slides were prepared to show typical jobs performed by them in their work.

In preparing the tape interview, the following questions were used:

1. What is the nature of the work you actually do?
2. What are the conditions of employment?
3. What are some personal qualifications for the job?
4. What are some of the compensations and rewards you experience in your work?
5. How could a person prepare himself for this position in community and school activities?
6. If you were considering hiring a person for the job you perform or a position under you, what qualities would you seek in the individual?

The recordings were kept to a limit of five minutes per person. The instructor prepared some brief descriptions of the occupations not covered by interviews.

In presenting this program to vocational agriculture classes, color slides of the person interviewed are



Roger Koster, Soil Conservation Technician in Jones County Iowa, says: "A good preparation for my work would be a college degree in Agronomy or Agricultural Engineering. In high school, public speaking experience in FFA would be very valuable. Being able to meet and like people is essential."

shown as the recording is played. The instructor is available to answer questions and inform the student how additional information may be obtained. Although the students are familiar with the jobs performed by these persons, they seemed to possess little understanding of what the daily routine would be in the position and were uncertain as to just how a person obtained employment in these areas.

This presentation could be used effectively for parent and son banquets, and as a unit in agricultural careers in the classroom. The ideas gained will assist in selecting what should be taught in the classroom. □

Alva Freese (left) and brother Louis Freese (right), owners and operators of farm implement business, Monticello, Iowa. "A farm background is definitely an asset in our work. You also must have a good business head to stay in the game year in and year out. Agriculture is changing rapidly, get what education you can," says Louis Freese.

# California Considers New Directions for Agricultural Education

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

The challenge to agricultural education of changing concepts in agriculture is a most important and timely one, not unique to any state. It is on the lips and in the mind of every thinking person in agriculture and in agricultural education, and it has caused nearly all of us to ask ourselves what we can do or what we should do to insure that current programs in agricultural education are not only keeping up, but leading the way as they should.

Probably every teacher has felt the impact as the public increases its demands and expectations from its schools. High scholastic aims and achievements are emphasized as never before, low class enrollment is now scrutinized, the high cost of education is a target for criticism, new and stepped up programs in education are sought, and vocational education is measured against these criteria.

Less than 10 per cent of our people are now on farms, whereas at the turn of the century some 50 per cent of all gainfully employed persons worked in production agriculture. This achievement by agriculture of producing more food and fiber with less people has, among other things, freed manpower to help develop and produce all the other goods and services which make living in America the wonderful experience it is today.

Before coming to the University, I taught agriculture at Linden, a rich agricultural community in the California central valley. The principal crops were deciduous fruits, mainly peaches, walnuts, and cherries. At that time, which wasn't too many years ago, few persons really believed that any of these crops could be harvested by machinery. Yet this year walnut harvesting is completely mechanized, and peaches are being picked mechanically, sorted in the field, and hauled in bulk to the cannery. In other words, these two crops are never touched by hands, and engineers are seriously thinking of similar labor-saving methods in handling cherries. Complete mechanization of sugar beets has been accomplished in the past 15 years. Five years ago, no one believed tomatoes could be harvested by machine, but the engineers are doing it. Who knows whether in the near future strawberries or other seemingly impossible crops to handle will feel the effect of today's increasing pace in research and mechanization.

This increased investment necessary to agriculture was brought home dramatically when I recently visited a friend who is the foreman on a large ranch. On this ranch they were developing roads and building dams over a considerable area, and he showed me the equipment they were using. One new tractor, one of the largest made, had a 27 inch wide track and weighed 53 tons, yet the bulldozer blade and ripper could literally lift its own weight off the ground by use of a powerful hydraulic cylinder. The cost was over 70 thousand dollars for this one item of equipment, but they were convinced it would pay for itself, as it could build one quarter mile of road per day to county highway specifications. By contrast, the man who drove it weighed 115 pounds, worked 10 hours per day and received $4.50 per hour. The total investment per farm worker averages more than 14 thousand dollars. On some farms, it is more than 50 thousand dollars—three to four times the investment per worker in industry.

If agriculture has changed, then surely careful consideration must be given to instruction in agriculture. We should add quickly, however, that it is essential to continue, for those students to which it applies, the basic farmer training that has been conducted since the early days of vocational agriculture.

### *National Changes*

Over the years, there has been a gradual change regarding the philosophy and function of vocational agriculture. However, no one has dared say much about it publicly.

However, there is a need to pull together, not only on a state-wide but a national basis. Fortunately, the climate is right, as leaders in vocational agriculture are now closer to-

gether in their thinking regarding the objectives of vocational agriculture than has been the case for some time. We can expect in the near future that steps will be taken—especially in the development of new programs—which are in keeping with advances in the agricultural industry. It is imperative, therefore, that persons at the grass roots level should let their voices be heard in the development of new legislation. What direction should these new trends take?

Professor S. S. Sutherland, Head of Agricultural Education at the University of California, Davis, has summarized a number of provisions which he believes should be included in any new legislation for vocational education. In addition to the desirable provisions already realized, he finds a need for:

1. Broadening objectives with respect to what constitutes "agricultural education"; e.g., farm and nonfarm.
2. Recognition of exploratory activities as a part of vocational instruction. Currently much of what is taught is prevocational.
3. Providing "inter-service programs of training. In some cases, there should be preparation in two or more fields.
4. Providing "diversified occupations" programs of vocational education in high schools. There is a need to combat dropouts and lack of employability perhaps by utilizing supervised work-experience.
5. Providing instruction in forestry and preparing for occupations in this industry.
6. Training of agricultural technicians at the junior college (13th and 14th grade) level.
7. Setting aside special funds for support of research at both federal and institutional levels.
8. Changing attitudes in the administering of these programs at the federal level. Policy often is one of restricting rather than an experimental attitude.

The need for launching additional instructional programs in agriculture on the post-high school level is great. According to Dr. A. W. Tenney, there are from two to three million adult farmers and approximately one million young farmer prospects who could benefit from organized instruction in agriculture. Vocational agriculture can best accomplish what it is capable of doing if there is unity of purpose at all levels, from the national office to the local school.

### Suggested Developments on the Local Level

Too often, we think of only new developments, even when those programs already operating are sound and simply need re-emphasis. First, I would suggest a new look at some things already in operation.

I. Current Programs and Activities

*Re-emphasis of Supervised Farming*

Consider small acreage projects especially for urban students. Expand into areas like Christmas tree farms, or recreation projects (new majors in park management and ornamental horticulture have been initiated at the University of California, Davis). Try high-income-per-acre projects like pole tomatoes, cut flowers, seedlings, etc. Expand work experience concepts, especially in regard to off-farm segments of agriculture. Use "Workerships"—the use of work experience on selected farms—as an *award* to deserving students. Emphasize project competition as a local and state-wide activity, including the use of a sponsoring agency. Supervision might include methods like using the telephone, keeping records of supervision, and using good boys to assist with visits.

*Upgrade Course Content*

There is need for development of basic content material for use in general agriculture courses. Teachers should use a plan rather than teaching "off top of the head."

*Improved Instruction*

Teach more of the management phase of agriculture. Include the important off-farm factors of a farm business. Profit in farming, in addition to modern production principles, is concerned with records, income tax, commodity payments, inheritance, subsidies, transportation, legislation, workmens' compensation, labor relations, insurance, farm agencies, and a host of other related areas.

II. New Programs or Areas Needing Emphasis

Naturally, each school and community has its own specific and separate needs. However each school should evaluate its current program in light of new developments.

*General Agriculture*

General agriculture and all that it implies could profitably be a part of the general education for all students in high school. It is needed to promote the proper image and importance of agriculture to all the public.

*Elementary School*

Vocational agriculture teachers and counselors should be ready to assist and guide elementary teachers. Many students decide on a career early in life. Vocational agriculture personnel must stand ready to help.

*Exploratory Agriculture*

Much of vocational agriculture may really be prevocational and should be recognized and developed. Helping the student in selecting an occupation is an important function of education.

*New Curriculums*

Agriculture departments might consider new time plans. The double period is not sacred.

*Team Teaching Should Be Tried*

"Teaching machines," especially in farm accounts, should be tried in order to assist the teacher and increase his service to a school.

*New Technology*

Teachers need to know more about forestry, ornamental horticulture, Christmas tree farming, and new agriculture equipment. It is difficult for *one* man to know all necessary technology in agriculture.

*Technicians*

There are technicians in agriculture and research who could identify and suggest training standards for these technicians. These might include salesmen, shop specialists, fieldmen, or veterinary assistants.

*Course Content*

It is necessary to eliminate trivial and unimportant items from teaching content. Principles which have been pulled together with demonstrations and applications to agriculture. Favorable results have been obtained where these principles have been used to enrich the vocational agriculture curriculum. □

*A Proposal and an Opinion on*

# Changing the Name of the Agricultural Education Magazine

## A Proposal

Sir:

A proposal to change the name of the magazine to "The Agricultural Education Journal" was submitted to the Managing Editing Board at its recent meeting in Milwaukee. The Board delayed action, I believe wisely, pending further inquiry and consideration.

Our stand is in favor of the proposal to name the publication "The Agricultural Education Journal" with the following thoughts in mind:

1. To most people a journal implies a professional periodical intellectually written for persons working in a particular field while a magazine is assumed to be a periodical containing miscellaneous sketches, stories, poems and articles designed for entertainment of general readers.
2. The name "Journal" is more in keeping with Journal publications in other professions. The quality of professional articles which constitute The Agricultural Education Magazine continues to improve and "Journal" has connotations much more nearly commensurate with the quality of editorship and authorship represented.
3. Among learned professions comparable to vocational agriculture, "Journal" has a higher prestige index and commands more respect than does "magazine," both from others as well as from ourselves. The name is important! We attach status to certain words. Organizations, businesses and industries capitalize upon words which add to their prestige. We have a profession worthy of the highest connotation.
4. Many of the readers and contributors to The Agricultural Education Magazine are encompassed with the "publish or perish" philosophy. They are not asked, "What magazine articles have you written?" but always "What journal articles have you had published?"
5. Technically, terminology poses no problem for according to Webster's Collegiate Dictionary definition a journal is "any periodical publication; a magazine."

James T. Horner
Teacher Education
Lincoln, Neb.

## An Opinion

Sir:

I have read Professor Horner's proposal for changing the name of The Agricultural Education Magazine to The Agricultural Education Journal. I agree with his opening thought of delaying action pending further consideration but from that point on I find little with which to agree.

I favor retaining the present name of the magazine for the following reasons:

1. I have no quarrel with the word "Journal" itself excepting that it just doesn't describe the comprehensive nature of the Agricultural Education Magazine. Journals are usually periodicals devoted to reports of research. I would not want our periodical to lose its appeal, through overemphasis on research.
2. The fact that many periodicals attach the name "Journal" may be our best reason for *not* adopting this title. The purpose of a title should be to describe as accurately as possible the unique features of a publication in terms of its content and purpose. There are so many educational periodicals that use the word "Journal" in their title now that one has difficulty in keeping them properly identified.
3. The profession itself, and the content of its publication should provide the status *not* the name of the publication. For 35 years the Agricultural Education Magazine has built a reputation not because of its name but because it has been dedicated to serving the needs of its readers.
4. To suggest that the name of the magazine be changed for the purpose of bringing advancement to individual state staff members seems indefensible. The purpose of the magazine has been and should continue to be to help those who read it not those who *write* it.
5. As trite as it may be the old saying, "A rose by any other name is just as sweet." seems appropriate at this point. May I urge in closing that the editing managing board concern itself with the major problems of the day in agricultural education and not in the trivia of semantics.

Marvin G. Linson
Director, Agricultural Education
Denver, Colorado

## Readers Choice

Having had an opportunity to discuss changing the name of the "Magazine" with a few co-workers and with some of the special editors there seem to be strong opinions on both sides of the question. Most of these points are clearly set forth in the letters of Dr. Horner and Mr. Linson.

In order to help the Editing Managing Board reach a decision at their December meeting our readers are invited to give their choice on the blank below.

As an additional means of securing the opinions of readers we are asking that each state, during its teachers' conference, determine the preference of its teachers and send this information to us.

Whether we become a "Journal" or remain a "Magazine" is nowhere near as important as how well we serve the entire Agricultural Education profession. It is to this end that all of us dedicate our efforts.

Editor—

To Dr. Ralph J. Woodin, Editor, The Agricultural Education Magazine
Agricultural Administration Building, Ohio State University
Columbus 10, Ohio

I prefer the name: The Agricultural Education Magazine ☐
The Journal of Agricultural Education ☐

Name _____
Position _____
State _____

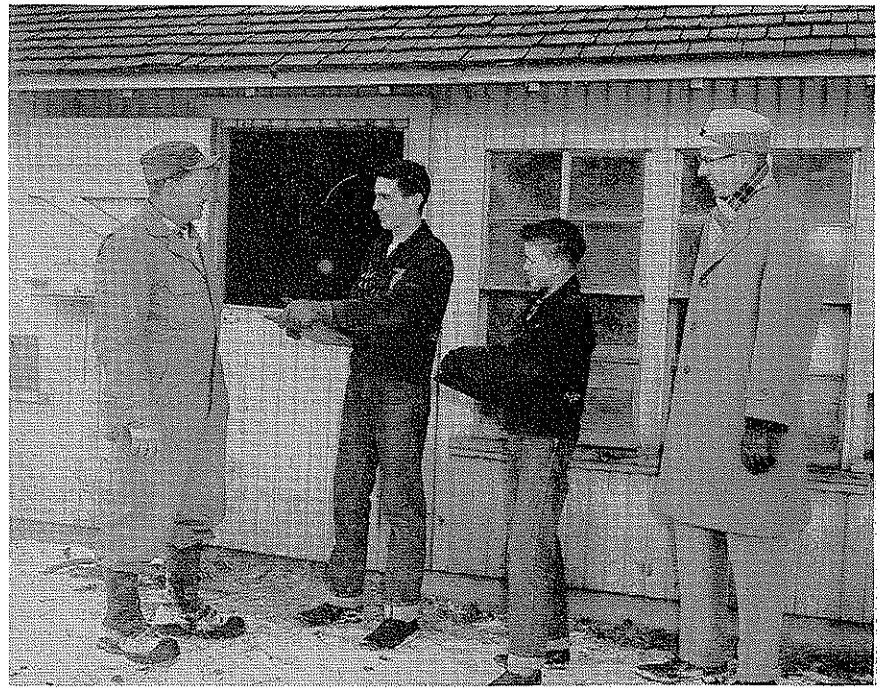
# Farm Ownership Studied in Iowa Vo Ag Class

EVERETT H. FRINK, Teacher of Vocational Agriculture, New Hampton, Iowa

Developing an interest in acquiring a farm is hard to teach due to the many conflicts of interest our teenage students have at this time. These students feel that ownership is far in the future and that land costs are quite high.

I feel that any vocational agriculture instructor should have an interest in owning land himself if he is to justify his very existence as a teacher. With this interest it is easier to build it in your students and this interest encourages you to keep up to date.

Following is my method for teaching farm appraisal and developing a desire at the same time in my students to own land. This gives me another lever to have the students develop farming programs on a long time basis. At the beginning of the unit we use the usual method of determining farm values based on the ability of the land to produce a profit for the owner. We also use this system to appraise their home farms.



A Field Trip on Farm Appraisal. L. to R.—Robert Miller, farm opertator, New Hampton, Iowa, Glenn Longhorn, Louis Douglas and Everett Frink, teacher of vocational agriculture.

After the class thoroughly understands some of the problems in paying for a farm the boys are encouraged to follow their local and regional newspapers for advertisements of farms. Then I pick out several of the advertisements that give the most information on terms, prices, buildings, and other factors and write them on the board. At this time each boy picks out the farm that he would like to buy. He studies the ad and plans his aproach to general management and then gives a speech on what he would do with the farm he would like to buy, and how he would repay the loan. After this all of the boys in the class raise questions regarding his methods. You can really find out a lot about the business ability of your students at this time.

After the boys have discussed the farms thoroughly I summarize their thinking and point out any weak spots in their plans. This is a most stimulating experience for the instructor as well as the students.

### Resource People:

One of the outside speakers that I have for my class during this study is a real estate man who covers the different problems involved in making a deal for a farm, some of the financing aspects, what to look for in farms and any other points of interest that he might wish to make available to the boys.

### Field Trips:

We make two field trips during this unit and perhaps more could well be made. The first one is to a farm handled by a professional farm manager who shows us the farm, discusses it thoroughly and then goes into some of the characteristics he looks for in a good young farmer. He also discusses possible investment returns from farm land and many other problems involved in farm ownership.

This manager's formula for deciding if a man is able to handle a farm purchase is this: Add up the interest, payment, insurance, and taxes on the farm and if this is smaller than or equal to the normal cash rent for this type farm you as a buyer can handle it.

The second field trip was to a farm that we had seen advertised at a very low price with a low down payment. This type of farm is the type young men might be interested in. It turned out to be a poor buy at any price and helped to put a new set of values in each boy's mind.

Since covering this unit in this manner we now have students bringing in farm ads on their own and we discuss them freely. It also makes the following units on credit instruments and financing more interesting. □

## From Former Issues

In March, 1943, T. G. Waters wrote: "Georgia farm families did not wait until their pantry shelves were empty. They started in February and March, 1942, planning their food program. Fifty thousand, one hundred and twenty-five enrolled in adult evening classes to study the "Food for Victory" program and planned for a rainy day. Forty-nine thousand Georgia farm families canned over 9 million pints of fruits, vegetables, and meats in 382 community canning plants under the supervision of teachers of vocational agriculture, assisted in many plants by teachers of home economics. The total number of cans filled would amount to approximately 200 railroad cars of canned goods."

# Both Sides of the Issue

## "A New Job Came Along and I Stayed"

JOHN KUSEL,* Teacher of Vocational Agriculture, Fort Cobb, Oklahoma

One thing for sure, the decision to stay in teaching was a much more difficult one to make than was the decision to get into teaching in the first place.

When you've carried that college sheepskin around for three months, and the best job you've found is riding a binder behind three old nags, cutting wheat at six bits per acre, it's not hard to accept a teaching job.

Fortunately, for me, there were not enough agriculture teachers available in Oklahoma to fill the vacancies, and State Supervisor, J. B. Perky, was forced to recruit from other states. It was late in the summer by then, and you can easily figure out that the highest ranked graduates were already placed. Most of the men left without jobs were like me, "tail end pickens."

I was cussing those old nags hitched to that binder one day late in August of that year, cutting near the community of Banner, Wyoming. I was discouraged and pretty well convinced that I had wasted those four years going to college. A rural mail carrier brought a telegram to the field. It simply read, "Come to Oklahoma. Stop. Have Vocational Agriculture teaching job open. Stop." Signed J. B. Perky. I hit the ground running. I never have found out what the mailman did with the horses and binder.

Now, 28 years later, I'm asked to write an article on why I stayed in teaching when a new job opportunity came along. Well, lots of job opportunities have come along, but the only one that gave me trouble in making a decision was the opportunity to join the State Staff of Vocational Agriculture at Stillwater, Oklahoma.

To begin with, if I said I always wanted to be a teacher, it would be the first of a bunch of fibs my wife said I would have to tell to provide justification for staying in the teaching business. In fact, in regard to turning down the offer to join the State Staff, she said "Why don't you just admit you think the hunting and fishing is better at Fort Cobb." She could be right, but to those of you who don't hunt and fish, it would seem a very silly excuse for turning down a promotion.

So by way of explanation, I asked myself five questions. *Number one:* Being selfish, I tried to figure the financial advantages. There was little advantage either way. A nice salary increase, but offset by higher cost of living in a larger town. A house in Stillwater is valued about twice as much as one in Fort Cobb and we own our home. I farm some on the side and didn't know if I would have such opportunities with the new position, so finances did not affect my decision.

*Number two:* Since my family was not to benefit financially to any great extent, how else would it affect them? My wife said that it didn't matter, she married me for better or worse. My boys, ages 6 and 9, didn't want to move to a big town, or leave their buddies. We felt we had one of the best schools in the State, at least through high school. The new position would put us in a college town, but it was too early to tell if the boys would need college. They still could turn out with my looks and my wife's brains. So, on number two, the vote was to stay.

*Number three:* Did it fit into my plans? It did not. I had never anticipated the offer, and was totally unprepared for it when it came. Although I had about twenty years experience at the time, I had doubts if I was doing too complete a job of teaching, certainly not enough to be supervising others. So the vote here was to stay, and leave well enough alone.

*The number four question was:* Am I obligated to accept? I certainly was. in fact, I was probably about the sorriest, 118 lbs. of bone, skin, mustache, and side burns, that ever received a Vocational Agriculture teaching certificate. In fact, Mr. Perky said it was more of a "tomcat license" than a certificate. I doubt if the State Staff, including Mr. Perky, Bonnie Nicholson, and the late Bill Felton, ever before, or since, made a more consecrated effort to develop an Agriculture teacher. Never did the staff or a fellow teacher let me down. So I was really obligated to accept the offer to join the staff. However, I knew my limitations better than anyone else, and I knew, too, that there was a barnful of other teachers as well, or better qualified.

*The fifth, and biggest question was:* Do I like to teach so well that I can afford to turn down a promotion? I don't know if I like teaching at all. I've quit a thousand times, but everytime before I got around to turning in my resignation, some smart aleck kid would come up with something that makes teaching so very worthwhile. For instance: a. Getting his lesson. b. Winning a speech contest. c. Leading out a champion steer. d. Bringing me a ham. e. Knowing his part at the banquet. f. Carrying as good a supervised farming program as his parents can permit. g. Expressing his appreciation (This is a rarity, but one that makes you teach for nothing, if necessary) h. Showing concrete evidence that his training in Vocational Agriculture and FFA has made him a better man, morally, mentally, physically, and financially.

Back to my decision, I used the hunting and fishing, and Number five as the tie breakers. □

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*John Kusel, Fort Cobb, Oklahoma, is serving his 28th year as a Vocational Agriculture teacher in Oklahoma. He started in 1935 at Billings, Oklahoma, at an annual salary of $1435. Today the salary has increased five fold.

His accomplishments are many, such as, 24 Junior Master Farmers, 7 American Farmers, State FFA President, National Coop Chapter Winner, Gold Medal Chapter, FFA Member who exhibited 1st Grand Champion steer at International Livestock Show, Chicago, and one of his former students, the Honorable Henry Bellmon is Governor of Oklahoma.

Kusel has served as President of the Oklahoma Vocational Agriculture Teachers Association and holds the Honorary American Farmer Degree.

# The Issue Should I Stay in Teaching?

## "I Left Teaching"

FRANK FOREMAN,* former Teacher of Vocational Agriculture, Norman, Oklahoma

In May of 1948, about 5:30 p.m., I was mowing my lawn in Norman, Oklahoma, when two businessmen, both strong boosters of Vocational Agriculture, stopped their car and asked me if I had time to talk to them about going into the real estate and insurance business. One of the men, Mr. Phil Kidd, then President of the First National Bank of Norman, said that his brother who had been in the real estate and insurance business in Norman had passed away about a month before. They wanted to sell his business to someone who would be friendly to the bank and would grow with Norman and the bank.

The other individual was Mr. Emory Stubbeman, Vice-President of the First National Bank, and one of the strongest boosters of Vocational Agriculture. He aided in getting the department established in Norman in 1935 when there was quite a bit of opposition to the program being established in a city school where the University of Oklahoma was located.

We organized the Vocational Agriculture program in 1935 and worked with outstanding boys, school officials, state officials and business people of the town for thirteen years. We had two National Gold Medal Chapters, fifty-six state champion teams, sixty-three state champion individuals in dairy, poultry, entomology, farm shop, engineering, horticulture, crops and many other honors coming to the students of vocational agriculture and the chapter; therefore, it was hard to think of giving up the program.

After being on a salary for eighteen years and being offered advancements by the State Department of Vocational Agriculture several times, it was very hard to give up a wonderful job and leave a field that had been so good to me.

The first thing I did after talking the situation over with my wife, Ruby, was to drive to Stillwater, Oklahoma, and explain the opportunity to Mr. J. B. Perky, State Supervisor of Vocational Agriculture. He has been such an inspiration to me and has been such an outstanding leader of Vocational Agriculture for many years. His advice was, "Vocational Agriculture is a young man's job, and it looks like the opportunity facing you is too good to turn down. Go ahead and take it, and if you fail, you still have a job in Vocational Agriculture with me as long as I am connected with the department." Of course, this was real job insurance as far as an income and future security was concerned.

The real estate, insurance, building, and developing business in Norman has been very good to me since entering the field July 1, 1948. This was largely due to our acquaintances in Norman and the confidence of the people through the Vocational Agriculture program and our taking part in and serving the community as President of the following organizations: Chamber of Commerce, Rotary Club, Classroom Teachers, Norman Real Estate Board and Norman Home Builders Association. I think that every teacher of Vocational Agriculture and every businessman should serve his community in any capacity he can.

The business field has been a tremendous challenge. We feel that we are now building a community and have turned over 800 acres of raw land into 32 well-planned subdivisions, sold over 3,000 homes and are now creating a new main street for Norman through a shopping center containing 115,000 square feet of store space and a free parking lot for over 1,000 cars. We are planning the construction of a five story office and apartment building to serve the needs of the community. In vocational agriculture we were building youth and an agricultural community.

I would like to give credit to four men for their advice over the years. This advice has been a challenge to me not only in the business field but in Vocational Agriculture as well:

J. B. Perky, State Supervisor of Vocational Agriculture when he stated at a conference of vocational agriculture teachers, "When you go to bed at night, before you go to sleep, ask yourself this question: Have you earned your salary today? If you haven't, get up and put on your pants and go to work again."

C. L. Angerer, former head Agriculture Education Department, Oklahoma State University, when he said, "Look at yourself in the mirror once in a while and ask yourself this question: Are you going up, down, or out?"

Lloyd Noble, Ardmore oil man, when he said, "A man is only as big as he is able to work with others, delegate authority and get men around him to take over responsible jobs in the business as they are able to assume them."

I have never found any substitute for hard work, planning, dreaming and studying. I believe very strongly in all four if a person is to attain outstanding success, whether it is teaching or business.

Do not be envious of any other man's job or success. Work hard and create your own success. □

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*Frank Foreman started teaching Vocational Agriculture at Mannford, Oklahoma, in 1930. He moved to Norman, Oklahoma, in 1935 and established the Vocational Agriculture Program in the city where the Oklahoma University is located. The Norman Chapter received the Gold Medal Award in 1941 which was the second chapter to receive this award in Oklahoma.

Norman had a well-rounded chapter. They were especially outstanding in judging contests, winning the all-round trophy for the chapter having the highest points in the State's FFA Interscholastic Contest.

Frank Foreman is the Southwest's largest real estate developer having developed 32 well-planned subdivisions at Norman. He is also Oklahoma's number one FFA booster and credits the success he has had to the training and experience in vocational agriculture work.

# Public School Education in Agriculture—Before and After Federal Aid[1]

J. R. WARMBROD, Teacher Education, University of Illinois

In 1917, the United States Congress adopted certain fiscal policies when federal funds were appropriated for promoting public school vocational education in agriculture, the trades and industries, and home economics. The purpose of this article is to trace the development of state and federal aid for public school education in agriculture and to appraise the effects of federal aid on public school agricultural education.

## State Aid for Agricultural Education Prior to 1917

Public school education in agriculture began in local school districts through financial and legislative encouragement by state legislatures not the United States Congress. By 1917, 34 states were providing one or more special funds subsidizing agricultural education in the public schools.

Early efforts of the states for promoting agricultural education were to establish special state, regional, or county agricultural high schools. About 1910, a significant change occurred in state fiscal policies pertaining to agricultural education in the public schools. Instead of granting subsidies for special agricultural schools, state legislatures began to encourage agricultural instruction in the public high schools by granting special aid to high schools establishing departments of agriculture. Since that time state and federal legislation has encouraged the development of public school education in agriculture as an integral part of the high school curriculum.

## Federal Aid for Public School Education in Agriculture

The first bills proposing the use of federal funds for training teachers of agriculture in state normal schools were introduced in the United States Congress in 1906. In 1907, efforts to obtain federal aid for vocational education, which culminated eventually in the Smith-Hughes Act, were initiated. The early proposals, like early state legislation, sought aid for agricultural and home economics education in special agricultural high schools.

It was not until 1917 that Congress enacted the first Federal Vocational Education Act—legislation which states national policy for vocational education in the public schools that has remained intact for more than 45 years. Since 1917, Congress has passed four acts providing for the further development of vocational education, including vocational education in agriculture. These acts, the first of which was passed in 1929, authorized additional appropriations for vocational agriculture and liberalized policy as to the use of federal funds. Currently, each state receives allotments of federal funds for vocational education in agriculture under the provisions of the Smith-Hughes and George-Barden Acts, the latter enacted in 1946.

## Public School Education in Agriculture Before 1917

Statistics of the Bureau of Education indicate that in 1916, 2,981 high schools, one-fourth of all public high schools in the country, were offering courses in agriculture. There were 60,925 students, about 7 percent of all students attending high school, enrolled in agricultural courses—40 percent of whom were girls. The same year there were more than 10,000 students enrolled in high school level agricultural courses taught in colleges of agriculture and in state, regional, and county agricultural high schools. No data are available indicating the scope of young farmer and adult farmer education prior to 1917, however, programs for out-of-school farmers and farm women had been initiated in some states.

Studies indicate that agriculture was taught in the public schools prior to 1917 primarily as an informational subject. Only one-fourth of the schools offering agriculture in 1916 reported that agriculture was taught primarily for vocational purposes, that is, definite preparation for farming. The fact that 40 percent of the students taking agriculture were girls is a good hint that high school agriculture, prior to the Smith-Hughes Act, was of a different nature than present programs of vocational agriculture.

## Public School Education in Agriculture After 1917

The most significant change in public school education in agriculture immediately following the enactment of the Smith-Hughes Act was not in the scope of the program but in the nature of the program and in the purposes of public school education in agriculture. The first administrators of the federally aided program (Federal Board for Vocational Education) left little doubt as to their conception of the purpose of agricultural instruction in the public schools. The Federal Board reported to Congress in 1918 that the outstanding advance of the first year of federal aid was not the introduction of agriculture into a large number of schools but that "the trend in high school instruction in agriculture has been definitely and permanently turned toward practicality and vocational efficiency."[2] Four years later the Federal Board reported that "agriculture as an informational subject or as a subject for general culture purposes only has almost entirely disappeared from the curriculum of the rural high school."[3]

Has agricultural education, other than vocational education in agriculture, disappeared from the high school curriculum? Reports of the

[1] The first of a series of three articles based on the writer's doctoral dissertation, *State Policies for Distributing State and Federal Funds for Vocational Education in Agriculture to Local School Districts*, University of Illinois, 1962, 291 pp. This background information should be useful in study and discussion of the report of the Presidents Panel of Consultants on Vocational Education.

[2] Federal Board for Vocational Education. *Second Annual Report of the Federal Board for Vocational Education*, 1918, p. 41.

[3] Federal Board for Vocational Education. *Sixth Annual Report to Congress of the Federal Board for Vocational Education*, 1922, p. 35.

U. S. Office of Education indicate that since 1928 more than 90 percent of the students studying agriculture in the public high schools have been enrolled in federally reimbursed programs which, according to law, must be designed for persons "who are preparing to enter the work of the farm." These data have led to the conclusion that "agriculture taught in the high school is, in the large majority of cases, vocational agriculture . . . limited largely to those who have an interest in the occupation of farming."[4]

Federal aid has helped to establish vocational education in agriculture as an integral part of public education in the United States. In 1959-60, 38 percent of all public junior and senior high schools in the United States were offering programs of vocational education in agriculture supported in part from federal funds. The 463,960 boys enrolled in vocational agriculture in 1959-60 were 5.5 percent of the total high school enrollment in grades 9 through 12.

But, federal policy for vocational education in agriculture, and concomitant state and local policies, have allowed a narrowing of the concept of public school education in agriculture. Agricultural Education in most states has come to mean only that type of agricultural education for which federal funds may be secured. This does not have to be the case. A study of program changes in nine selected states from 1951 to 1960 revealed that one state had almost 8,000 more high school students in general and nonvocational agricultural courses in 1959 than it had enrolled in vocational agricultural courses during the same year. This state was the only state of the nine studied where reports indicated that the supervisory staff in agricultural education was actively concerned with the development of general and nonvocational agriculture in the junior and senior high schools.

Systematic educational programs for young farmers and adult farmers have shown extensive development since 1917. In 1959-60, 42 percent of the 796,237 persons enrolled in programs of vocational education in agriculture in the United States were young farmers and adult farmers. So a very desirable effect of federal aid for vocational education in agriculture has been the stimulation of the out-of-school program—that phase of public school education in agriculture least developed prior to 1917 and the phase of the program which remains relatively "underdeveloped" in many states.

### Summary

Public school education in agriculture had shown extensive development prior to the enactment of the Smith-Hughes Act—primarily as a result of special state funds for agricultural education. Available data indicate that a higher percentage of the high school students were enrolled in agricultural courses in 1916 than in 1960.

There is little doubt but that federal funds for vocational education have served to expand a particular type of agricultural education in the public schools, namely, vocational education in agriculture. Also, there is little doubt but that federal funds for vocational agriculture have been accompanied by a change in the nature of agricultural education programs in the public schools. Public school education in agriculture is primarily oriented toward the vocation of farming. There was a need in the early 1900's and there is a need today for programs of agricultural education oriented to farming; however, changes in agriculture and education during the last half century make programs of agricultural education consisting almost entirely of vocational education in farming grossly inadequate for present times.

Agriculture is much broader than farming. Public school education in agriculture not only must reflect this concept but, even more importantly, must aim toward the development of this broad concept of agriculture among both rural and urban peoples. □

[4]U. S. Office of Education. *Offerings and Registrations in High School Subjects, 1933-34.* Bulletin No. 6, 1938. p. 20.

# The President's Panel Report: Blueprint or Artifact?

ROBERT E. TAYLOR, Acting Director, National Center for Advanced Study and Research in Agricultural Education

Probably few pronouncements have been awaited with greater anticipation or have been received more favorably by the profession and the public than the President's Panel Report. The positive reception accorded this report and other indications on the educational-socio-economic scene seem to indicate an increased public awareness of the vital role vocational education should fulfill.

### What Happens Now?

Whether the report becomes an "interesting" historical document in the archives or a *blueprint for action* remains to be seen. Even though the report received widespread attention when released, much follow-up needs to be done. Furthermore, it would appear that the major leadership responsibility for transmitting this report into educational realities rests, in the main, with the vocational education profession.

Every professional worker should give immediate and prime consideration to his responsibilities and opportunities to derive maximum potential benefits from the Panel Report. Individually and collectively, we should take every occasion to secure additional understanding and support for vocational education and the recommendations of the Panel. Through a carefully planned and coordinated program we must secure increased public awareness of the *local* and *state implications* of the Panel Report. State staffs and professional organizations, such as vocational agriculture teachers associations and state vocational associations, all have a vital role to play in moving from recommendations to program through the development of broad, sustained support for vocational education.

### Next Steps

What leadership action should professional workers be taking to secure

maximum benefits from the Panel Report? Perhaps we should "hitch-hike" on the Panel Report, using it as a vehicle to place related state and local vocational education problems before the public. While situations vary from state to state, it would appear that some of the following suggestions would be in order.

1. Consider the advisability of requesting the governor and/or county and local school boards to appoint panels to explore state and local responsibilities for improving and redirecting vocational education.
2. Extend the President's Panel Report to your individual state and locality by supplementing it with additional facts.
   a. Identify and undertake needed research and program development.
   b. Establish priorities for improvement and redirection.
3. Hold local, district, and state meetings to discuss the report, its implications, and action needed.
4. Make state-wide distribution of the Panel Report, including supplementary state and local materials, to key leaders in the power structure.
5. Organize for action. All vocational services should participate under the general leadership and coordination of the state director of vocational education.
   a. Identify specific audiences to be reached, such as school administrators, board members, legislators, parents, employers, farmers, and homemakers.
   b. Plan to wholesale efforts by working through organizational structures, such as the state school board association or the state PTA.
   c. Sponsor a state-wide speakers bureau and make its services known to organizational program chairmen.
   d. Assign individuals or organizations responsibilities for reaching specific audiences.
   e. Develop kits of materials to aid speakers in telling the story effectively. This might include charts, slides, displays, and printed brochures.
6. Suggest that organizations (e.g., Farm Bureau, League of Women Voters) include vocational education and the Panel Report among their "topics for discussion" during the year.
7. Provide discussion leaders and materials for groups interested in developing additional understanding of the challenges posed by the Panel Report.
8. Plan to make maximum use of the mass media.
   a. Use both live and taped radio and television programs. Go beyond the usual studio guest appearances; include visits to existing vocational programs and other on-spot situations. Taped programs may be distributed to television and radio stations throughout the state.
   b. Circulate among newspapers, magazines, and journals a series of stories dealing with the Panel Report and its local implications. Provide material for editorial writers. Secure feature stories on some of the crucial issues raised by the report.

The foregoing are merely suggestions. Alert leaders will see many other possibilities for securing additional "mileage" from the report.

### Report Not the Final Answer

We must recognize that the Panel Report cannot provide the specific directions that individual states and communities should take in meeting their vocational education needs. This was the *President's* Panel charged with advising him on *national* policy for vocational education. We, therefore, should not expect it to provide specific answers to state and local problems. Granted, the report can and has done much to establish a favorable atmosphere and lay the initial groundwork for increased support but it is not the sole answer.

Without being contradictory or derogatory, the danger exists that we are placing too much dependency on the Panel Report, substituting it for needed thinking and action on our part. It may well be that in waiting for the report we expected it to be and came to look upon it as a panacea. In waiting we have deferred steps that needed to and could have been taken to improve vocational agriculture at the state and local levels. With federal legislation pending, there may be an additional tendency to postpone needed state and local action.

My special plea is that in projecting for the future we not rely solely on the proposed legislation and improvements called for in the Panel Report. Each state and locality needs to develop its own plans for action within its existing framework. A great deal can be done to improve and extend vocational agriculture, irrespective of increased federal funds. There appear to be many positive side effects from the report beyond new legislation and funding. We should capitalize on the favorable climate developed by the report. We need to assume the initiative and plan confidently, taking advantage of the *flexibilities* available to us now. □

# More Education and Less Glamour Needed in Junior Steer Sales

DAVID MISKELL, County Extension Agent, Agriculture, Coshocton, Ohio

A recent study of Junior Steer Sales in Ohio has shown that most of the people involved in them believe that emphasis should be placed upon educational values of such sales to the boys and girls participating rather than with the glamour associated with selling a champion animal for a high price. The results of this study point to some quite different directions for Junior Steer Sales than were pointed out by Donald E. Wilson in his article "Junior Livestock Auctions Are Important" in the April 1960 issue of the Agricultural Education Magazine.

In recent years several Ohio counties had become interested in evaluating the marketing of steers by the conventional show ring placing in grand champion method as compared to selling steers on a graded or a rail basis. Not only have vocational agriculture teachers and county extension agents become interested in improving the traditional "Grand Champion Steer Sale" but they have received encouragement also from Livestock

Marketing and Animal Science Specialists at the University.

The writer did a graduate study at the Ohio State University which compared several methods of conducting Junior Steer Sales in Ohio. One of the purposes of the study was to identify acceptable methods to follow in conducting these Junior Steer Sales in future years.

### The Major Reasons for Holding Sales

Four groups which were definitely interested in Junior Steer Sales included:

a. Professional agricultural leaders —county Extension agents and vocational Agriculture teachers
b. 4-H and FFA members
c. Junior Steer sale buyers
d. Beef cattle breeders

A random sample of each of these groups was asked to select what they considered as the six most important reasons for holding junior steer sales.

Approximately one-half of the respondents from each group were from counties which used the live grading sale method of conducting Junior Steer Sales, while the remaining respondents were from counties which used the conventional show ring placing grand champion sale method.

The respondents selected as the most important reason for holding junior steer sales the providing of an incentive for boys and girls to produce the best steer possible. Providing educational experiences for the participants were selected as the next most important reasons for holding steer sales.

It should be pointed out that of the six most important reasons for holding sales, four of these relate to providing a practical educational experience for the 4-H Club or FFA member. Participants also indicated that steer sales as presently conducted in Ohio were "successful" but were not completely adequate in doing the job of providing the educational experiences which they considered as being four of the six most important reasons for holding junior steer sales.

Participants' Selections of the Six Major Reasons for Holding Junior Steer Sales in Ohio

| Reason for Holding Steer Sales | Per cent of the Respondent Group Selecting Each Reason | | | |
|---|---|---|---|---|
| | Agricultural Leaders | 4-H & FFA Members | Sale Buyers | Beef Breeders |
| 1. Provides incentive for boys and girls to produce the best steer possible | 63 | 62 | 65 | 97 |
| 2. Helps boys and girls to understand market grades of fat steers | 71 | 57 | 56 | 73 |
| 3. Helps teach boys and girls the factors influencing market prices of fat steers | 58 | 57 | 56 | 45 |
| 4. Helps teach boys and girls to make money on steer feeding under ordinary farm conditions | 56 | 48 | 46 | 64 |
| 5. Promoted and gave recognition to the 4-H Club program and the FFA program | 45 | 48 | 52 | 43 |
| 6. Teaches boys and girls to buy steer calves according to feeder calf grades | 61 | 38 | 39 | 41 |

Respondents from counties which used the live grading sale method rated their sales higher in accomplishing the educational reasons for holding steer sales than did the respondents from counties which used the conventional show ring placing grand champion sale method.

This indicated that the participants believed that improvements needed to be made in the conventional show ring placing grand champion sale method of conducting steer sales if the sales were going to provide a more adequate educational experience for 4-H Club and FFA members.

The sale method which participants in junior steer sales indicated as their preference was the live grading sale method of selling steers. Their second choice of sale methods was the conventional show ring placing grand champion method while carcass grading was rated as their third choice of sale methods.

Based on these findings one of the improvements which should be made to do a more realistic job of providing worthwhile educational experiences for 4-H Club and FFA members is to change or improve upon the conventional show ring placing grand champion method of selling steers. Another alternative as suggested by the four groups of respondents would be to adopt the live grading sale method of selling steers in junior steer sales. □

# An FFA Banquet May Provide an Avenue of Communication for Revitalizing the Vocational Agriculture Image

HOLLIS E. TODD, Teacher of Vocational Agriculture, Johnsville, Ohio

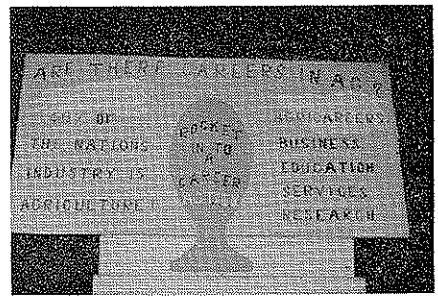
Logically, the "true corner stone," for the active revitalization of vocational agriculture, is the local vocational agriculture department—given guidance and supervision by the Supervisory and Teacher Trainer Staffs and the local Supervisory Committees.

It is of the utmost importance that we recognize that just providing an adequate program with respect to the following is not sufficient: (1) Developing relationships with school and administration, (2) Planning and developing a program of vocational agriculture, (3) Teaching in the classroom, (4) Developing farming programs, (5) Advising the FFA, (6) Teaching farm mechanics, (7) Teaching young farmers, (8) Teaching adult farmers, and (9) Maintaining adequate and effective facilities. This inadequacy is indicative when one realizes that many of our urban as

well as rural constituents are not familiar with some of the basic facts in agriculture and their importance. Another important facet of the program's essentials is that of public relations—the emphasis of this paper.

One of the means to achieve the appropriate "image" in the local school and community is to utilize the Parent-Son FFA Banquet featuring a theme on the dynamic careers in agriculture. Last year the Johnsville chapter of the FFA presented a bulletin board display for its banquet which depicted the prominence of the nation's agriculture in contrast to other industries and the careers in store for recipients of Ag I, Ag II, Ag III, and Ag IV training. The attractive and colorful display was placed back of the banquet serving line in the gymnasium in plain view of everyone. It appeared on the basis of comments from the administrator, board of education members, teachers, and parents that the display created an excellent and positive impression. This year another similar effort is planned.

As may be seen in the display, the




caption is: ARE THERE CAREERS IN AGRICULTURE? with a rocket on the horizon dubbed as: AG I, AG II, AG III, and AG IV. To the left of the rocket is written: 40% OF THE NATION'S INDUSTRY IS AGRICULTURE! and to the right of the rocket are listed four career areas under the caption of AGRICAREERS: BUSINESS, EDUCATION, SERVICES, and RESEARCH. Written upon the rocket are these words: ROCKET INTO A CAREER. It may be quite readily pointed out that other important facets are absent from the display, including farming: however, it is quite apparent that the purpose of this presentation in the display is to demonstrate that other career areas are present in addition to production! □

# Abilities and Careers of Connecticut High School Graduates in Vocational Agriculture 1958-1960

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

This study was planned to provide some tentative answers for questions of general concern to those interested in high school youth-programs of vocational agriculture. The questions considered may be expressed as follows:

What is the ability level of high school pupils enrolled in vocational agriculture?

What proportion of high school vocational agriculture graduates enter agricultural employment or advanced study after graduating?

What relationships exist between pupils' abilities and agricultural careers?

## Sample and Procedure

The data were collected over a three-year period in 1958, 1959, and 1960. Two reports were issued earlier, one in 1958 and one in 1959. The sample included seniors in the classes of 1958, 1959, and 1960 who were enrolled in vocational agriculture in Connecticut high schools. It is believed that a 100-percent sample was obtained.

Each senior student in May, of the year he was graduated, was asked by his teacher of agriculture to indicate a specific job, position, or program of study which he intended to enter upon graduation. The following October each cooperating teacher was asked to indicate the actual job, position, or educational program in which these former students were engaged. The teachers of agriculture obtained for each individual his rank in the graduating class. This was used as a measure of ability. A total of 281 individuals was included.

## Findings

The findings regarded as of major importance are:

1. The seniors in vocational agriculture ranked below the average of their high school classes in terms of grades.
2. More than one-half of the seniors were following through on an agricultural career in October following their graduation, with 23 percent of the total group continuing their study of agriculture in post-high school institutions.
3. Seniors who ranked in the first and second quartiles were less likely to enter farming and less likely to follow through on their stated occupational plans than were seniors in the third and fourth quartiles.

The individual student's rank in his high school graduating class was changed to a percentile rank which in turn was used as a basis for grouping students in quartiles. Granting that rank in class is an imperfect measure of ability, it is quite evident that there was a significant difference in the proportion of seniors in vocational agriculture from the first and fourth quartiles. It should be noted that teachers of agriculture were given a summary of data obtained at the end of each of the first two years of the study. This may have been a factor in the change in quartile distribution for 1959 and 1960 as compared to 1958.

Twenty-five of 117 vo-ag seniors in the first quartile of the graduating classes of 1958-1960 planned to enter military service upon graduation.

The general aim of vocational agriculture is to develop proficiency in the work of the farm. One measure of the program, therefore, is the actual placement of graduates in farming, advanced agricultural schools, or related employment where such proficiency is thought to be necessary

or at least desirable. The various descriptive titles for jobs or positions were grouped into eight categories.

In this study the number of former students now in agriculture was determined by combining those in the following four categories (1) farming (2) four-year agricultural college (3) post-high school agricultural school of less than college grade and, (4) farm related occupations. Fifty-four percent of the former students were engaged in agriculture according to this interpretation of agriculture, as shown in Table 3.

Farming by a slight margin was the occupation in which the most graduates were employed in October following graduation. Nonagricultural employment and attendance at an agricultural school or college ranked second and third respectively to farming.

A much smaller proportion of seniors from the first quartile entered agriculture than was the case with those from the other three quartiles. Thus, the first quartile contained 42 percent of the cases and of these 41 percent were in agriculture.

*Table 3*

Number and Percent of Graduates by Occupational Category in October Following Graduation

| Category | Number | Percent |
|---|---|---|
| Farming | 66 | 23 |
| Agricultural college and school | 65 | 23 |
| Farm related occupation | 20 | 7 |
| Nonagricultural school | 24 | 9 |
| Nonagricultural employment | 59 | 21 |
| Military service | 41 | 15 |
| Unemployed or unknown | 6 | 2 |
| Total | 281 | 100 |

*Table 4*

Agricultural Versus Nonagricultural Placement by Quartiles

| Rank in school graduating class | No. | Not in agriculture No. | Not in agriculture Percent | In agriculture No. | In agriculture Percent |
|---|---|---|---|---|---|
| Fourth quartile | 13 | 3 | 23 | 10 | 77 |
| Third quartile | 63 | 20 | 32 | 43 | 68 |
| Second quartile | 88 | 38 | 43 | 50 | 57 |
| First quartile | 117 | 69 | 59 | 48 | 41 |
| TOTAL | 281 | 130 | 46 | 151 | 54 |

### Summary and Discussion

An estimate of the ability level of a given group of students may be made from a number of measures. The measure of ability level used for students of vocational agriculture in this study was the rank of seniors in their graduating classes. According to this measure 42 percent of the sample was in the lowest quartile, and only five percent in the top quartile. This difference from the general school population is too large to be considered a chance event, and the conclusion that seniors in vocational agriculture, on the average, ranked below their classmates is warranted. However, pupils of average or above average ability constituted over 25 percent of the seniors in vocational agriculture.

The need for skilled, talented, or gifted youth in different occupational areas is publicized in many ways. Teachers of agriculture cannot escape a responsibility for reflecting to youth and the community, in general, the opportunities in agriculture. The opportunities in agriculture present a challenge for persons of different abilities. There are opportunities for more students in the field of agriculture, especially more students from the high ability level.

These data indicate that the organization of class learning experiences may be a problem in teaching vocational agriculture. To enable the above-average, as well as the below-average, ability pupil to maximize learning requires the development of a number of very challenging problems or assignments.

There is a need to be concerned with students from the low quartile. Many of these students enter agriculture and there is every reason to believe that they can develop satisfying careers of service in agriculture. However, a majority of those in the study did not continue in agriculture after graduation.

On the basis of the placement criterion the program of vocational agriculture is least effective with those students in the low quartile. It may be assumed that limitations in student ability was one factor in the situation. Undoubtedly there were others. It may be that the students would have profited from more extensive counseling in regard to occupational and educational choice. Certainly there is little profit to anyone from "putting" youth from the low quartile in agriculture without proper regard for their interest in, and opportunity to pursue, an agricultural career. □

## Agronomy Essay Contest Proves Useful

LAWRENCE LA RUE,
Teacher of Vocational Agriculture,
Caldwell, Idaho

Each year the Agronomy Club of the University of Idaho sponsors a state wide essay contest for students of vocational agriculture. The contest topics deal with crops or soils. Each student in the vocational agriculture department of the Caldwell High School was given an assignment to write an essay according to the contest rules.

The usual comments were heard from the students. "Why do we have to do this?" "Can't we work on something else?" or, "We don't have a chance of winning." After the essays

were written they were checked and graded. All acceptable essays were sent to the Agronomy Club to enter the state wide competition.

The first, second, and third place winners were all from the Caldwell department, and two additional students from the department received an honorable mention award. Needless to say, the Caldwell students were surprised with their excellent showing. The boys felt the time they had spent writing the papers was well worth the effort as they also received cash awards for their placings. There is no doubt that the students will be more willing to enter a similar contest next year.

Additional benefits were gained by the students from writing the papers other than the cash awards. Greater knowledge of the subject matter was gained through the research and study needed to write the essays. Many of the students did more reading on their chosen topics after they had written their papers because they had become interested in the subject. Also, the experience of writing and organizing the papers was of educational value. Some of the students used their papers for research work required of the English department. □

## Influence of Science Education Felt in Vocational Agriculture

CLARENCE W. ANDERSON,
Teacher of Vocational Agriculture,
Enderlin, N. Dak.

Ever since the advent of the Space Age, we in the education profession have heard that we must hasten the development of science and scientists. People have become afraid that we are falling behind in the space race. Some even feel that we are so far behind that catching up will require unbelievable time and effort.

Some evidently believe the best way to stay abreast of the times is to pour billions of dollars into the development of better instruction. And certainly we cannot deny that this will help. Our quality of education is bound to be improved because our facilities are better and our teachers are better prepared in subject matter.

Another way cited by some is to stuff our students with as much information as we possibly can. This is done with the hope that the student will stand up under the strain, become a mathematical or scientific genius, and still develop into a reasonably normal individual in our society.

Let us not lose sight of the fact that we are working with children, not mechanical robots who can absorb information as fast as we can present it! The development of a sound mind and body should be our primary aim; the development of an intellectual wizard should be secondary.

Scholarships are available, to help the teacher advance in knowledge. These programs can be fine, yet, how desirable is it for recipients of these programs to take courses such as "Mathematical Problems in Ballistic Missiles"? How applicable are these courses in the science curriculums of most of our secondary schools today? Isn't this a means of channeling our top instructors into the ranks of industry by preparing them for industry while they are still teaching?

The stepping-up of our science programs is desirable to an extent. All of us favor progress and improvement. Yet, let's be realistic about how far we can go. Is it right to offer technical science courses at the elementary level?

The student will be able to take even more advanced courses in high school, argue the proponents of this system of education. Again we must remember that it is the individual that we should be concerned with, not the subject matter that we think we should present.

Reams have been written about the good student leaving vocational agriculture for courses in mathematics or science in our secondary schools of today. Much of the blame has been placed on the increased interest in science. Many pros and cons have arisen concerning the guidance and counseling personnel in our schools.

Guidance counselors are trained in the field of education. We are trained in the field of agriculture. We must work with the guidance department in order that they may fully understand and appreciate the opportunities in vocational agriculture. Nor must this be a one-time thing. It must be continuous. We must constantly impress upon them the vastness of this field of agriculture.

Talk to your guidance counselor. Find out his views and his reasoning behind them. We receive a lot of information which can be used to substantiate our stand for vocational agriculture. Invite him to FFA meetings and parent meetings. Urge him to sit in on some of your orientation classes.

Do not neglect other persons in a supervisory position on your staff. Constantly work with your principal, superintendent, or curriculum director to show them the continuing need for training in vocational agriculture.

Above all, remember that the best publicity for your vocational agriculture program is a good program! □

## Occupations of Former Vocational Agriculture Students in Alabama

H. W. GREEN,
Subject Matter Specialist, Alabama

More than fifty per cent of the former vocational agriculture students in Alabama, who have been out of school five years, are now engaged in farming and farm related occupations.

This was revealed in a recent study in which the occupations of vocational agriculture students out of school for one and five years were identified. A total of 2,241 boys from 64 vo-ag departments selected at random from over the State was included in the study. The sample was selected at a 25 per cent sampling ratio with each department having an equal chance of being selected. The study was made by the Agricultural Education Service of the Alabama State Department of Education. Dr. E. D. Chastain, Agricultural Economics Department, Agricultural Experiment Station, Auburn University, served as consultant for the study.

Somewhat surprising is the fact that there were more graduates engaged in full-time and part-time farming (31.4 per cent) who were out of school one year than those out of school five years (26.7).

Approximately 50 per cent of those engaged in farming were on full-time basis. Of the full-time farmers in both groups 88 per cent were on the home farm.

Former students not engaged in agriculture are employed in many other kinds of work. A large number of

VOCATIONS OF FORMER STUDENTS IN VOCATIONAL AGRICULTURE IN ALABAMA OUT OF SCHOOL ONE AND FIVE YEARS WHO COMPLETED TWO OR MORE YEARS OF VOCATIONAL AGRICULTURE

| VOCATIONS AS OF APRIL 1, 1962: | 1957 CLASS | 1961 CLASS |
|---|---|---|
| Farming—Full-time | 11.8% | 14.2% |
| Farming—Part-time | 14.9% | 17.2% |
| Related to Agriculture | 20.9% | 15.7% |
| Attending College of Agriculture | 2.7% | 3.9% |
| Total in Agriculture | 50.3% | 51.0% |
| Nonagricultural Work | 41.9% | 35.3% |
| College—Other than Agriculture | 7.8% | 13.7% |
| Total Nonagricultural | 49.7% | 49.0% |
| NUMBER OF STUDENTS IN ABOVE ANALYSIS: | 819 | 917 |
| OTHER STUDENTS NOT INCLUDED IN ANALYSIS: | | |
| Military Service | 210 | 153 |
| Occupations Unknown | 80 | 52 |
| Deceased | 10 | 0 |
| Total Number of Students | 1,119 | 1,122 |

those occupations require ability in mechanics. Some were employed in sales work, teaching and other fields where they will undoubtedly make good use of the abilities in leadership training acquired in FFA.

Although there has been a decrease in the number of farms during the past few years the enrollment in Vocational Agriculture in the high schools of Alabama continue to increase. At first glance this would seem to be a strange paradox until it is realized that farming is only a part of agriculture. High school programs of vocational agriculture, then, are concerned with giving training to those who plan to enter the many branches of agriculture related to farming as well as those who plan to farm. It is recognized that four out of every ten people employed in the United States are employed in agricultural occupations. Nearly 8 million work on farms, 7 million produce for and service farmers and 11 million process and distribute farm products.

According to the 1959 census of agriculture, the average value per farm in the United States was $33,-242. This means that many vocational agriculture graduates in Alabama will not have the capital to go directly into farming. □

# Do Today's Teenagers Have Less Initiative?

JOHN HAVENS, Teacher of Vocational Agriculture, Manasquan, N. J.

Very many changes affecting the Vo-Ag program have been written about and discussed at length upon many occasions. These have been regretted, rationalized, moaned about, and sometimes accepted regrettably as an inevitable circumstance to which we must adjust.

Adjust—we will; but in what way? And for what kind of youngster?

It is well to take into consideration the many technological and economic factors influencing agriculture today, and to adjust to these. All of the situations having to do with fewer farmers and fewer farms producing surpluses have been thought about endlessly and, I doubt not, adequately.

What about changes in the "kids" themselves? I am not about to assert that human beings are basically any different, but it might be well for us to think for a bit, (more than has already been done), about subtle changes in teen-age boys and ag boys in particular.

No doubt, attitudes and motivation are of extreme importance to boys and to their activities, and I think that in this one particular field many of our teaching problems can be found.

Through no willful fault of their own, the attitudes of many youngsters seem changed today over what they were a few years ago. This finding may not be universal, but from all reports it is somewhat widespread.

Previously referred to technological and economic factors in agriculture probably have had some effect, but I think the main answer is not there; but in the much more sophisticated attitudes of the public in general.

Some of my observations regarding teenagers that have implications in Vocational Agriculture are as follows:

1. Fewer take pride or interest in work excellently done.
2. Fewer are willing or able to endure hard, long hours. Few take pride in being able to endure hard work.
3. Few are willing to get dirty or very "sweaty."
4. A vast majority believe that more money is to be made outside agriculture—and faster!

The last item has long been a problem in Manasquan, a summer resort area, but in talking to other agricultural teachers, I think it is increasing in many areas.

Youngsters today want success quickly and with little effort. That is, many of them do, whereas some years ago these were a minority.

Even very intelligent youngsters that have learned the secret that work is going to pay off, are not willing to perservere physically, though they may do well in school in strictly academic areas.

I don't wish at all to overemphasize the physical in farming today, but it seems to me that perseverance and determination is sadly lacking in too many instances; and again, perhaps it's not entirely their own fault.

The attitudes held by adults and passed on to their youngsters may well need to change away from "too much too easily come-by," before the youngsters can be expected to change theirs. In the meantime, Vo-Ag instructors will need to wrestle with the situation and attempt to meet the challenge. How? By continued emphasis on basics, on technology, and on work perfectly done. In other words, to persevere ourselves and by continuing our efforts to try and help fit our students to face the future in whatever situation they find themselves.

A bit of old-fashioned indoctrination and a few not too gentle shoves away from the easiest course may be in order also. □

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Jake L. Meachum, a veteran Michigan teacher of vocational agriculture died at Millington, Michigan on February 4, 1963. Meachum began teaching vocational agriculture in 1927 and taught at Dowagiac and Millington.

## Training "Doers" in Vocational Agriculture

NATHAN H. CLARK,
Teacher of Vocational Agriculture,
Hathorne, Massachusetts

There seems to be a growing feeling that every student should receive education beyond the secondary level. Certainly this should be encouraged but at the same time it should be realized that many will not be able to.

"Thinkers" are definitely needed but many "doers" are also needed to carry out the thoughts of the leaders. So, let's retreat from the idea that we are to train only thinkers and remember that doers are indispensable for success.

Growing up, choosing a career, selecting a course of study, gaining practical experience and financing the entire program has become a complicated procedure. Many young people have become confused and lost their sense of value. Sinking every cent into an automobile or attempting to start a business with insufficient experience does not lead to success. Let's retreat to solid ground, encourage thrift and stress the importance of extensive experience.

New students usually arrive full of enthusiam and occasionally with some work experience. They are impatient and want to step onto the upper rungs of the ladder right away. Let us retreat from these heights and get down to the actual level of our students. Let us give them the basic training that they will so desperately need in the future and gradually lift them from the lower rungs of the ladder of vocational agriculture.

When students have had one or two years of training and experience they often assume that they are ready for responsible positions, big pay, easier work loads and forty hour weeks. Some desire to specialize in some one field much too soon. Others lose their enthusiasm and let their grades drop below those needed for certification. Let us convince our students to retreat from these ideas and encourage them to get more training, more experience and better marks so they will be on firm ground for advancement or further education.

Students nearing the end of their secondary education usually know what the immediate future holds for them. Yet their minds are still unsettled. They need good advice to stabilize their thinking. In this day and age advertising is quite frequently overdone. Certain fields of endeavor are highly glamorized to entice applicants. Big pay and white-collared jobs are held out in front of our young people along with promises galore. Let us encourage them to retreat from these often misleading opportunities. Let us advise them to enter and work in the field that they most enjoy. Here they will advance and reach a certain level according to ability and initiative. Let us point this out to them and encourage them to recognize this and be content. Physical well-being and happiness are better measures of success than position and money.

It has been said that "Luck is when preparation and opportunity meet." Opportunity may come through some channel other than a school or work contact but preparation is most necessary. Without it, no one can succeed for any length of time after opportunity has arrived. So let us retreat from the idea that extensive formal education and favorable personal contacts are the only keys to success and prepare our students to at least, be reliable and efficient "doers." □

## Winning Entries in the Exchange of Ideas Contest at the National Vocational Agriculture Teachers Convention

*Editor's Note—These winners from regions IV, V and VI were not included in an earlier issue due to space limitations. We are glad to include them in this issue and hope they have value for our readers.*

### REGION IV

#### Recognizing Vo-Ag Graduates Now in College

Students with ability and desire to attend college dropping from our local programs of vocational agriculture is a problem of major concern today.

It would seem that students do the things they really want to do and feel that they can be successful doing. Desire and motivation are important in channeling the thinking of our students to higher goals.

One instrument found to be effective as a motivational device for stimulating interest in advanced agricultural training is a display in the ag room. This display consists of a plywood plaque giving student's name and the college he attends. The title is "ag graduates attend college."

Submitted by: Gerald Page, Nixa, Missouri. Idea: Gordon Struble, Temperance, Mich.

### REGION V

#### Using a Short Wave Radio in Your Car

Vocational agriculture teachers can exchange ideas all through the year, be in a position to assist with civil defense, and other community emergencies.

Construct a shortwave radio set in your school shop and secure an amateur radio operator's license. Install the set in your automobile and converse with fellow ag workers all over the country from time to time.

Since the ag men spends a great deal of his time traveling, and is a key community servant, he can possibly be in a position to pass on vital information concerning storm warnings and other types of emergencies.

Submitted by: Ira Hicks, Box 411, Quitman, Georgia.

Idea: W. A. Rice, Box 509, Monroeville, Alabama.

### REGION VI

#### Farm Signs Built by FFA Members

The best idea that I have received is that of a farm entrance sign used by Jack Whirry of Wisconsin. It can be used with high school students, young farmers and adults.

In high school agriculture this is a part of his senior course in Farm Journalism. However, it combines carpentry, originality in selecting a farm name, farm law in recording the name, art in designing and lettering, and a new pride in the farmstead.

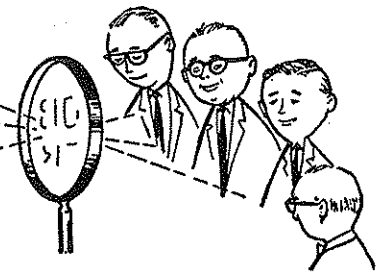
The sign, usually 3 x 4 feet, is made of exterior plywood with a 1 x 2 inch redwood frame and two pointed 4 x 4 inch mounting posts. Most signs will include an illustration of the type and breed of livestock raised on the farm or some original idea of the student. The lettering can be done with letter patterns available in most schools, or letter patterns available in most school supply houses. The illustrations can be drawn free-hand or are easily transferred with an opaque projector to any size desired. Night viewing is possible by using reflective paint on the letters and illustrations.

Submitted by: Robert C. Watson, La Fayette, New York.

Idea: Jack Whirry, Montello, Wisconsin.

He that will not reason is a bigot,
He that cannot reason is a fool,
He that does not reason is a slave.
—Anonymous

# BOOK REVIEWS



**HORTICULTURAL SCIENCES by Jules Janick, published by W. H. Freeman and Company, 660 Market Street, San Francisco 4, California, pp. xi plus 472, 1963, Price $8.50.**

Written primarily as a beginning text for college students, the book contains much valuable and interesting biological material as it applies in the field of horticulture. Much of the material can be handled by the more advanced high school students in vocational education. Young Farmers and Adult Farmers should find much of value in the text.

It is organized in three major parts; The Biology of Horticulture, The Technology of Horticulture, and The Industry of Horticulture. Illustrations include many photographs, drawings and graphs all of which are very well done.

Dr. Janick is associate professor in horticulture at Purdue University.

Raymond M. Clark
Michigan State University

**MODERN MARKETING OF FARM PRODUCTS by William P. Mortenson, published by The Interstate Printers and Publishers, 19-27 North Jackson Street, Danville, Illinois, 277 pages, price $3.50.**

This new book is written in simple, clear language that high school students and young farmers can understand. The book is attractive in appearance and contains many illustrated and up-to-date pictures and figures in the area of marketing. At the end of each chapter are suggested topics for class discussion, and problems for individuals or the class.

From a guidance standpoint, the author has acquainted the vocational agriculture students with many agriculturally related occupations in the area of marketing.

Dr. Mortenson, author of this book, is a professor in the Department of Agricultural Economics at the University of Wisconsin.

Howard R. Bradley
Kansas State University

**NUTRITION OF PIGS AND POULTRY—Proceedings of the University of Nottingham. Eighth Easter School in Agricultural Science, 1961; Edited by J. T. and D. Lewis. Butterworths, London, 1962. pp. IX plus 366. $13.00.**

Each of the twenty chapters in this book was written by a different research investigator and represents a paper presented at the 8th Easter School in Agricultural Science. The book is divided into four parts. Part I discusses the general physiology and principles of nutrition, Part II the environmental physiology of swine and poultry, Part III is devoted specifically to the nutrition of poultry and Part IV to the nutrition of swine. This book is above the level of high school vocational agriculture students, but not of the vo-ag teacher who has had some background experience in animal nutrition.

William Householder
Michigan State University

**TRACTOR PLOWING by J. C. Hawkins of the National Institute of Agricultural Engineers for the Ministry of Agriculture Fisheries and Food. Her Majesty's Stationery Office, London, England, 56 pp., 1962. Price $0.70. Obtained in the United States through British Information Services, 45 Rockefeller Plaza, New York 20, New York.**

A concise, factual treatise on the subject of plows—their function, component parts, methods of effective utilization and maintenance. This booklet is very well illustrated with pictures and diagrams. It is written in nontechnical language which should be understood by all persons who possess a simple knowledge of physics or basic mechanics. One of the finest publications on plows that has been written, this booklet is highly recommended.

—Guy Timmons
Michigan State University

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Pray for a good harvest, but keep on hoeing. —Slovenian Proverb

# N.V.A.T.A. News

Wenroy Smith
President, NVATA

For a long time, Vocational Educators have decried the lack of attention and consideration received from legislators, School Boards and Adminstrators, and the General Public. The tide has now turned and Vocational Education is getting into the headlines of newspapers and magazines. Very often, as with all publicity, it is uncontrolled and often the writers are not completely informed, so that the picture being presented may be distorted. At present, this is the situation with some of the publicity about vocational education and efforts are being made to present the facts so that a proper evaluation may be made.

Notable among the releases which have given attention to vocational education, and some in particular to vocational agriculture, have been the CED Report, the comments of Agriculture Secretary Orville Freeman, the Administration Bill for Education, the April issue of Harper's Magazine, the publication by the Senate Republican Policy Committee entitled, "The Forgotten Youth," and information regarding H.R. 4955, a bill which falls more in line with the recommendations of the Panel of Consultants.

The one thread running through the fabric of all these issues is that adjustments need to be made to accommodate the increased needs of those who can best be trained in vocational education. We can readily agree with this idea since we have been attempting to get permissive legislation to implement these changes and actually have been making adjustments in many areas of our program, yet we need to do more and at an accelerated rate. This can only be done by means of an expanded Federal program along the lines of the recommendations of the Panel of Consultants.

The NVATA is alert to the present situation and is keeping abreast of developments in the attempts made to develop a program which will serve the best interests of all concerned.

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I keep six honest serving men,
They taught me all I knew.
Their names are What and Why
And When and How and Where
and Who. —Kipling

# Stories in Pictures

Our supply of pictures for this page is usually short but this month we ended up with only three. We hope the suggestions below will increase both the quantity and the quality of pictures for future use.

## Suggestions for Pictures for Use in The Agricultural Education Magazine

Many articles in this magazine are improved by well chosen pictures. The right picture can help in getting the reader's attention directed toward the central idea of the article. We also need six good pictures each month for "Stories in Pictures." Unfortunately, there is a great variation in the type of pictures which are sent to us. In order to give contributors some ideas of our needs, the following suggestions are offered:

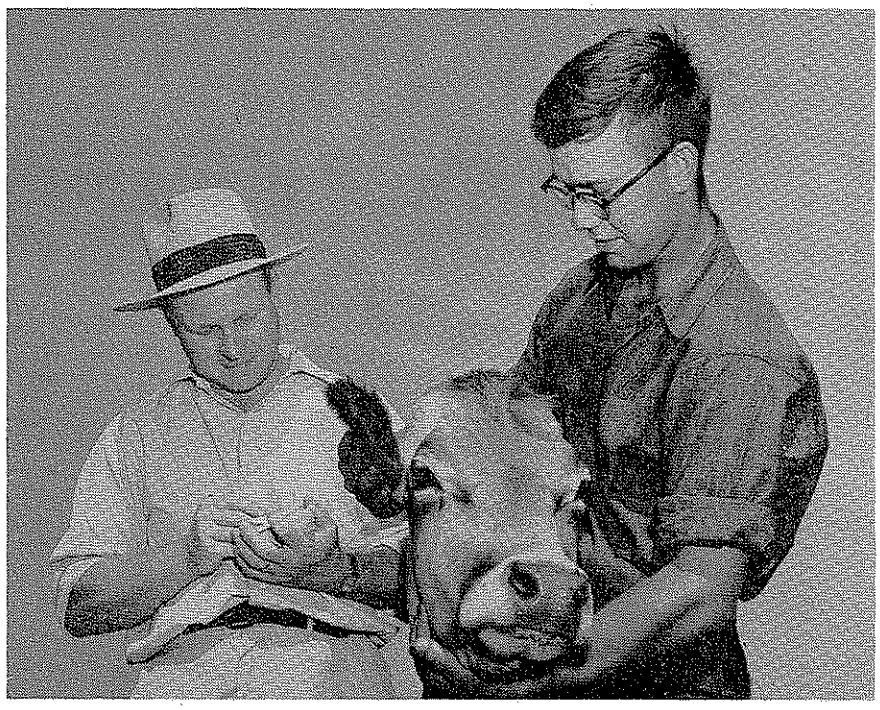
1. The picture should illustrate an idea well enough that the reader gets the point with a minimum of information in the cut line.

2. Teachers, students, and others should be shown in action rather than posed. An appropriate center of interest such as a basket of corn, a weanling pig, or a laying hen usually adds to pictures. Pictures of people shaking hands or pointing to objects are just too commonplace.

3. Outside pictures are usually preferable to inside pictures. When pictures are taken outside, however, the flash in sunlight technique should be used to eliminate facial shadows.

4. A limited number of people should be included in the picture. For many pictures, not over three to four people should be shown and it is important that facial expressions can be seen. This suggests that close-ups taken from six to eight feet are particularly appropriate. When including livestock in pictures, the head of the animal may be more effective than showing the entire animal.

5. The background of pictures should show some regional agricultural characteristics. Pictures from the west, for example, might include irrigation, mountains, and deserts. Pictures from the south might show such regional characteristics as tropical plants, Spanish moss, and cotton. Pictures from the east might include specialized crops, or farm scenes typical of the eastern region. Central regional pictures should show examples of dairy, beef barns, and corn belt farming equipment.



Pictures like the one above are always in demand. Such pictures catch the reader's eye at once because they show interesting people in action. A center of interest, a light background and livestock can all add to such pictures.

6. Pictures should be appropriate to the time of year. We need snow scenes for winter pictures, if snow is commonplace in your region. We need pictures which show spring plowing and harvest scenes in the autumn.

7. Generally pictures should be taken with a light rather than a dark background. This is particularly important in pictures which are taken inside buildings and classrooms.

8. Pictures should be submitted as 5x7 single weight glossy enlargements whenever possible. If you have a picture made from a negative, specify extra contrast for publication. Clear contact prints, at least 3 by 4 inches in size may also be used.

The above picture illustrates many of the suggestions listed. Such pictures are always in demand by editors of publications which carry farm stories.

Editor □